

Harvey Preston

1942

Applying the principles of unit organization to Latin  
for beginning pupils.

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Applying the Principles of Unit Organization  
to Latin for Beginning Pupils

Submitted by

Preston Harvey

(A.B. Bowdoin, 1928)

In partial fulfillment of requirements for  
the degree of Master of Education

1942

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## CHAPTER I

### AN INTRODUCTION TO THE THESIS

#### Latin Through The Centuries

The Latin language, arising from sources unknown (Sanskrit and Greek, if not parents, were at least ancestors), was molded into most of its literary forms in the first century before Christ<sup>1/</sup>. From that time on, Latin continued to live a useful life through the period of the Roman Civil Wars, the era of prosperity of the Roman Empire, and the chaotic period of the Germanic Invasions. Having produced its heirs during the last of those periods, it passed into a respectable senility in which it lingered down through the Middle Ages to the time of Victorian England. Cicero used the language to further his political aims; Caesar, to inform the world of his campaigns in Gaul; Vergil, to revive the glory of Old Rome; writers of the Early Empire, to flatter their emperor; the emperors, to rule their vast domain. The clergy, jurists, and scientists of the Middle Ages - recognizing the adage that you can't teach an old dog new tricks - resorted to the use of the Latin language to

1/ Grant Showerman. Century Readings in Ancient Classical Literature. New York: The Century Co., 1925. p. 358.



protect their dogmas, principles, and discoveries against misinterpretation in a world of changing language. Thus endowed with the wisdom of the ages, the old man passed on. Scholars spent the succeeding years erecting a monument of classical pride to his memory through the teaching of Latin in the schools and universities.

The chief characteristic of Latin instruction has been its resistance to change. It is only within the past two decades that anything like a trend could be noted in the nature of the Latin reading materials presented to the pupils or the method in which they were presented. The trend has been toward the teaching of Latin as a field for wide reading. Cicero, Caesar, and Vergil have been forced to share their claim to attention with other Latin authors. "Made Latin" (the term itself seems to suggest a lack of social status) has been regarded by some as an upstart without much promise. It must be pointed out, however, that the so-called "made Latin" has been fashioned in the old mold without much regard for the interests of the pupils for whom it was made. For the most part, it has dealt with the ancient civilization, the understanding of which has been regarded as an end in itself.

#### The Recent Studies

In 1924 the Advisory Committee of the American Classical





League published a report<sup>1/</sup> of conditions in the field of Latin instruction. The report is characterized more aptly by the extensiveness of the investigation completed than by the soundness of the conclusions reached. The members of the committee were obviously dominated in their thinking by the awe-inspiring prestige of the field which they were investigating; consequently, they arrived at some conclusions which later studies do not substantiate. The report is important, however, because it made a beginning of setting the classical house in order. It established a trend toward better Latin instruction.

The committee found<sup>2/</sup> that the total Latin enrollment of the secondary schools of the country in 1923-1924 was 940,000 (according to the estimate of the United States Bureau of Education). Approximately 69 per cent<sup>3/</sup> of the pupils taking Latin in the secondary schools do not pursue their study of this course beyond the second year. Only five per cent continue Latin study in college. The committee discovered that a successful mastery of Latin was not generally being effected, nor<sup>4/</sup> were the pupils led to

1/ The Advisory Committee of the American Classical League. The Classical Investigation, Part I: General Report. Princeton University Press, 1924. vi + 305 pp.

2/ Ibid., p. 16.

3/ Ibid., p. 31.

4/ Ibid., p. 92.



realize the educational values of the subject. The committee attributed<sup>1/</sup> this failure of mastery to the congestion resulting from the requirement of excessive amounts of grammar in the first year and of reading in later years.

The report set<sup>2/</sup> the "immediate objective" of Latin study as "the development of the power to read and understand Latin." For the first year of Latin study, the report listed seven ultimate objectives in order of their importance:

- I Increased understanding of those elements in English which are related to Latin
- II Increased ability to read, speak, and write English
- III Development of an historical and cultural background
- IV Development of correct mental habits
- V Development of right attitudes toward social institutions
- VI Increased ability to learn foreign languages
- VII Elementary knowledge of the simpler general principles of language structure

The committee further noted<sup>3/</sup> a "favorable trend toward the practice of introducing Latin study at an earlier grade level."

<sup>1/</sup> Op. Cit., pp. 137-142.

<sup>2/</sup> Op. Cit., p. 79.

<sup>3/</sup> Op. Cit., p. 30.



In discussing course content the committee recommended<sup>1/</sup> the extensive use of made Latin reading material so gradated as to remove any overload of new vocabulary, forms, or syntax. It specified that the subject matter of the reading material should be based on the classical theme; that the material should be abundant, repetitious, and attractive in content. It stressed<sup>2/</sup> the importance of making a word-count of the reading material to determine the level of difficulty. It recommended<sup>3/</sup> the study of syntax on a functional rather than a formal basis. It further recommended<sup>4/</sup> that the writing of English into Latin be continued for the first three years of study, although the statement of objectives does not include mention of the ability to write Latin composition as a goal.

The immediate objective is acceptable and quite generally in use<sup>5/</sup>. The first two ultimate objectives are incidental learning products. Obviously, a pupil who wants to read, write, understand, or speak English should study English, not a foreign language. The third objective is also

<sup>1/</sup> Op. Cit., p. 127.

<sup>2/</sup> Op. Cit., p. 133.

<sup>3/</sup> Op. Cit., p. 123.

<sup>4/</sup> Op. Cit., p. 124.

<sup>5/</sup> Helen M. Eddy, Instruction in Foreign Languages. Bulletin No. 17, 1932, National Survey of Secondary Education, Monograph no. 24. Washington: Government Printing Office. p. 35.





an incidental learning product. Granted that the study of Latin increases a pupil's historical and cultural background, the fact remains that the same time spent in reading well chosen materials in English would accomplish the same result, presumably to a higher degree. The development of right attitudes toward social institutions is properly the responsibility of the social studies department, and hence only an incidental learning product of Latin study. The objective of increased ability to learn other foreign languages immediately runs into an objection. After analyzing the more recent studies in the field of curriculum construction, Billett reaches the conclusion<sup>1/</sup> that a typical pupil who should study any foreign language at all in high school does not have time to learn a second foreign language. It might be pointed out that the ultimate objectives as a group offer excellent implications for the integration of a Latin course with other courses of study. As for introducing the study of Latin at an earlier grade level, Buswell has shown<sup>2/</sup> that a pupil's capacity for learning a foreign language increases slightly with his increased maturity. The use of the classical theme in Latin

<sup>1/</sup> Roy O. Billett. Fundamentals of Secondary-School Teaching with Emphasis on the Unit Method. Boston: Houghton Mifflin Company, 1940. p. 329.

<sup>2/</sup> G. T. Buswell. A Laboratory Study of the Reading of Modern Foreign Languages. New York: The Macmillan Company, p. 60.



stories for beginners is contrary to the whole theory of psychological approach, which demands that a pupil shall be given an opportunity to proceed smoothly from his own background of experience toward the desired goal of learning. To set a pupil back two thousand years in beginning the study of a subject is to bar him from the immediate use of his past experience - a severe jolt, to say the least.

That this report has had a widespread influence on the teaching of Latin is shown<sup>1/</sup> by Eddy in her study of current practices published in 1932.

Another important study in the foreign language field, already cited in this discussion, is that of Algernon Coleman<sup>2/</sup>. One finding from Coleman's study<sup>3/</sup> is pertinent here. A pupil cannot pursue the study of a foreign language for fewer than three years with profit. Although Coleman's study was based on modern foreign languages, it is evident that the finding applies equally to the study of Latin. Uhl found<sup>4/</sup> that pupils spent more time on the preparation

<sup>1/</sup> Helen M. Eddy, Instruction in Foreign Languages. Bulletin No. 17, National Survey of Secondary Education, Monograph no. 24, p. 34.

<sup>2/</sup> Algernon Coleman, The Teaching of Modern Foreign Languages in the United States, A Report Prepared for the Modern Foreign Language Study. New York: The Macmillan Company, 1929. xx + 299 pp.

<sup>3/</sup> Op. Cit., p. 50.

<sup>4/</sup> W. H. Uhl, "How Much Time for Latin?" The Classical Journal, XIX (January, 1924), pp. 215-221; "The Time Element in High Schools", School Review, XXXII (February, 1924), pp. 105-121.





of Latin assignments than on the preparation of any others. These facts have a direct bearing on the nature of the foreign language course needed. Obviously, an ideal language course would be one that did not monopolize the pupil's time.

At this point it would be pertinent to discuss briefly some of the educational terms that have been used in hot arguments during the past few years. First, there is the controversy of individualization versus socialization in the classroom. The belief is general that we cannot expect a pupil to understand the democratic order in which he lives if he is being educated in an atmosphere of "goose-step" learning. Neither can he be expected to discharge his responsibility in his social environment if he is segregated from his fellows and denied the benefits of their cooperation. An atmosphere of cooperation between pupil and pupil, as well as between pupil and teacher, is desirable. The question can fairly be settled if the pupil can be treated as an individual, even while he is working in a group setting. Next, there is the argument of the logical as contrasted to the psychological arrangement of course content. For purposes of consideration here, it may be said that course content has a logical arrangement when it has been developed in orderly procedure from a point of origin without regard to the fund of experience which a



pupil may have when he begins its study. The psychological organization proceeds from the point where a pupil can bring his past experience to bear on the situation. The logical arrangement of course content is useful at the college level, whereas the psychological arrangement has far greater possibilities for arousing the pupil's interest. Lastly, the term, integration needs explaining. When the subject is so taught that its relationship to other fields of learning is obvious to the pupil, it is said to be integrated with those fields. Over emphasis on the importance of integration in any subject-matter field creates a danger of duplication of teaching effort and immediately raises the question of the responsibility of the various school departments. It is not a question then, of whether integration is desirable, but rather a question of what constitutes proper integration.

#### The Obvious Needs

The writer holds that the foregoing discussion of the recent studies points out the present need in the field of Latin instruction.

- I Latin instruction should be available for those who presumably can profit by its study.
- II The Latin curriculum should be organized in a three-year sequence.
- III The study of Latin should begin at the tenth grade level, so that a pupil may get the advantage of his



own maturity and continue the study in college without lapse of time, if he so desires.

- IV The course content should be organized on a psychological basis to secure the pupil's interest.
- V The course should provide an abundance of reading material to meet the immediate objective of the course.
- VI The reading material should be carefully gradated to prevent any congestion of new vocabulary, forms, or syntax.
- VII The pupil should have an opportunity to learn new words and forms through experience with them in context.
- VIII Syntax should be presented in readily available notes to obviate the rote memorization approach - a method which is still apparent in some texts<sup>1/</sup> that purport to offer the functional approach.
- IX The course should take into consideration the fact that the pupil is an individual who differs from his fellows in interests, abilities, and background.
- X The pupil should find it possible to follow his individual procedure in a group setting, while profiting by the assistance of the teacher, and the contributions of the class.

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<sup>1/</sup> B. L. Ullman, and Norman E. Henry. Latin for Americans New York: The Macmillan Company, 1941. xvii + 422 pp.







- XI The course should provide optional related activities as a means of satisfying the needs which the pupil himself feels.
- XII The way should be open for integration of the course with other fields of the learning experience.
- XIII The course should recognize the unit of learning as a unit of intellectual growth.
- XIV Every available means of effecting the pupil's intellectual growth should be incorporated into the course.

This statement of criteria on which to build a course leads directly to the problem of this thesis.

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## Statement of the Problem<sup>1/</sup>

The purpose of this thesis is to prepare for use in beginners' Latin, units of gradated reading material in original Latin which use the functional approach to the study of grammar and inflections, and contain unit-assignment sheets with explanations for pupils' procedure, explanations of nonfunctional grammatical principles, lists summarizing vocabulary and principles, and pupils' progress tests.

1/ The principles which the writer is here applying to the organization of materials for beginners' Latin are his own interpretation of the educational principles which have been set forth in recent years in Boston University School of Education, particularly in the courses known as Reorganization of Secondary-School Curricula and The Unit Assignment in Secondary Education. The definitions, terminology, and principles in this thesis are derived, for the most part, from Fundamentals of Secondary-School Teaching by R. O. Billett, although paraphrased at times in the writer's own words. This thesis is not concerned with a defense of the terminology or principles used, but rather with their application to the organization of materials in Latin for beginners.



## CHAPTER II

### THE DEVELOPMENT OF THE PROBLEM

#### The Unit

The writer understands a unit to be the sum of all the learning products both direct and indirect -- that is, all the concepts and skills, and their resultant attitudes and appreciations which the pupil should acquire as a result of completing a specified educational procedure. A statement of the unit, therefore, is necessarily the beginning out of which the specified procedure develops. The statement of the unit, as the definition implies, includes mention of all the specific topics to be dealt with. The ways and means of presenting the topics are found in the unit assignment.

#### The Unit Assignment

The unit assignment includes all the methods (ways) and materials (means) through which the learning products are achieved. It includes the study guide or approach to each story, the stories written in Latin, the essential vocabulary for each story, the notes explaining the forms and syntax, and true-false tests of reading comprehension. At the end of each unit assignment there is a summary of the





forms and syntax used in the stories, with multiple-choice tests of achievement. In the following discussion of procedures the writer will deal with the divisions of the unit assignment in their logical order - that is to say, in the order in which they were actually developed.

### The Stories

In writing a story the writer had to keep in mind the immediate objective, as already defined; the topics of common interest to tenth graders such as personal incidents, adventure, campus life, anecdotes, and humor; integration with other subject-matter fields, especially English; the danger of an overload of new vocabulary or syntax; and the eventual comparison of results obtained by the use of these materials with the results obtained in a traditional type of course in Latin. In the latter connection, he thought it advisable to follow the traditional order of presenting vocabulary, forms and syntax as nearly as possible.

With these points in mind the writer examined a list of vocabulary of length suitable for one unit. From this list he chose words that could be grouped naturally because they had related meanings and were in the same declension or conjugation. This group of words suggested several possible settings. The development of any given setting was a matter of manipulating the words to produce a skeleton sequence of ideas, having continuity of meaning and approxi-



mately the desired length. The extreme embarrassment attendant upon the development of a story involving only such usages as the nominative case, a simple prepositional phrase, and third person singular active forms of verbs in a single conjugation was lessened noticeably as the range of available material was extended with each successive story.

The procedure outlined above was used in writing all the stories. It should be noted that the word "story" is a misnomer in the two instances where groups of riddles were used in place of stories. They are termed "stories" for facility of discussion and reference.

### The Vocabularies

Following each story the writer listed the essential vocabulary. In determining what constituted essential vocabulary, he consulted the more commonly used texts which had vocabularies based on the word list of the College Entrance Examination Board. Occasionally he used a word listed for later years of the high-school course. Most words whose meanings could be inferred from their likeness to English words or from their use in context he left for the pupil to determine by inference. Occasionally it was necessary to use in a given story a Latin word which, for one reason or another, the pupil was not expected to retain as a result of reading that particular story. In each such case, the word

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the names of the persons who have been engaged in the work.

The second part of the report deals with the financial situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the names of the persons who have been engaged in the work.



was followed immediately by its English equivalent in parentheses. Many words so handled were treated as essential words in later stories where their classification (declension or conjugation) could better be appreciated. The writer adopted this procedure of giving word-meanings in parentheses because he was unwilling to impoverish the stories through loss of the words so given, or cause the pupil any hardship which might affect his interest adversely. He further felt that the whole theory of functional approach to the study of forms and syntax precluded any waste of the pupil's time, however trivial.

#### The Notes

The use of the functional approach to the study of grammar and forms was one of the most exacting aspects of the work. Since there were no studies to show what forms were functional, the writer had to resort to the empirical method of relying on his teaching experience. He therefore explained in footnotes those usages which the pupil would encounter for the first time. He limited the explanations, furthermore, to those respects in which the usages differed from those of English. He avoided the listing of inflections (except in the summaries at the end of each unit assignment), so that the pupil would be compelled to rely on his reading experience rather than on rote memorization for his accumulation of knowledge.





### The Tests

The tests were of two types: the true-false tests of reading comprehension, which were entered at the end of each story; and the multiple-choice tests used in the summaries of the unit assignments. The true-false tests were designed for facility of use. The writer believed it necessary for the teacher to have at his disposal a device by which to make a quick appraisal of the pupil's progress. These tests consist of seven to ten questions each, including at least one question asked in Latin. With each of the last two stories in the second unit assignment, because of their greater length, two tests were included. The tests might also be used as a teaching device for slower pupils. The multiple-choice tests cover the pupil's ability to recognize correct grammatical usages and differences between Latin forms.

### The Study Guides

The purpose of the study guide is best set forth in the words of its author<sup>1/</sup>.

"The value of a well-prepared study and activity guide (herein referred to as the study guide) is too obvious for comment. By means of it, the teacher can be in as many places at once as there are pupils in his classes. In other words, the teacher can give direct personal help and guidance at any time to any

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<sup>1/</sup> Billett, Op. Cit., p. 508.



pupil or group of pupils, and at the same time give indirect help and guidance via the study and activity guide to all other pupils."

In each study guide the writer entered instructions for a cursory survey of the story for bits of interesting material. He then elicited the pupil's curiosity about derivations of English words as a means of sharpening his discrimination of word meanings and of assisting him to accumulate Latin vocabulary. The derivatives were chosen for their power to lead the pupil into a consideration of other academic fields, as well as to give general information. The study guide, if properly followed, would lighten the vocabulary difficulty in the story for which it was devised. Throughout the study guides an attempt was made to foster self-reliance in the pupil by suggesting a consistent technique for his use. The writer made a particular attempt to get the pupil to help himself by use of inference in determining word meanings.

### The Gradation

The process of gradation was the most exacting and, at the same time, the most interesting phase of the work. A complete tabulation<sup>1/</sup> of the frequency of occurrence of vocabulary, forms, and syntax throughout the stories was made. This tabulation showed how many times any given word of vocabulary, form, or principle of syntax was used in

<sup>1/</sup> For tabulations, see Appendix A.



each story. It also showed the total number of occurrences for the whole unit assignment.

In the first unit assignment there were found to be 92 words used, of which 11 occurred only once and 42 fewer than 5 times. Seventy-two words were found to have a frequency lower than 3 in the story in which they were introduced as essential. By the process of addition to, and revision of, the stories, the following results were obtained in the first unit assignment. The total number of words was reduced to 60. Twelve of these appeared fewer than 5 times. Of these 12 words, 9 appeared 4 times. No word was used fewer than 3 times in the story in which it was introduced. A more even distribution of vocabulary load was also effected by the revision.

The frequency count of forms in the first unit assignment showed that the genitive singular appeared only 15 times; the dative singular, 11 times; the genitive plural, 11 times; the dative plural, once; and the ablative plural, 11 times before the revision. The results of the revision are seen by the fact that the genitive singular occurred 32 times; the dative singular, 18 times; the genitive plural, 19 times; the dative plural, 5 times; and the ablative plural, 18 times in the revised form. The frequency of syntax was weak in the same areas in which the forms were found to be weak. It benefited by the same improvement in the







revision. The frequency of verb forms was low in the singular and plural of the second person. For these forms the count was increased respectively from 17 to 18 and from 9 to 11.

In the second unit assignment, 85 words were used before the revision and 62 in the final form. Of the 85, there were 35 which had a total appearance of fewer than 5 times. Thirty-four words occurred fewer than 3 times in the story in which they were introduced. In the revised count, only 3 words had an occurrence of fewer than 3 times in their initial story, and 9 appeared fewer than 5 times throughout.

The frequency of the dative singular was increased from 6 to 17; the dative plural, from 12 to 22; the infinitive use, from 32 to 36.

It is quite apparent that a noticeable change in frequency was brought about through the process of gradation. The above figures show another interesting point. The writer apparently became more successful in using the proper frequency in his first draft of the later stories. It is his opinion that the stories gained in richness by the process of gradation, in spite of the synthetic nature of the procedure.



### The Summaries

The summaries consist of the vocabulary lists of essential words used in the stories accompanied by the lists of equivalent English meanings, lists of the inflections, and tabulations of the principles of syntax.



### CHAPTER III

#### THE FIRST UNIT

##### A General Statement of the Unit

The writer sets as his objective in this unit the pupil's appreciation of the following points:

- A. The Latin language is made up of words which bear a close resemblance in form and meaning to many English words.
- B. The order of words in Latin differs from the English word order, but the thoughts of Latin sentences were understood in the order in which they were written, just as thoughts in English sentences are understood in our order of expression.
- C. The relationship of one thought to another in Latin was made by use of different endings and bore little relation to its position in the sentence, whereas thoughts in English are related to one another through use of prepositions and through their position in the sentence.

##### Delimitation of the Unit

- A. With Regard to Vocabulary:
  - 1. Many Latin words have come into English without change of form. Meanings of such words are understood at sight.





2. English words are often similar in appearance to Latin words, but have meanings that serve only to restrict the general range of meaning of the Latin word. The difference in meaning is frequently determined merely by adapting the English meaning to the Latin context.

B. With Regard to Peculiarities of Latin Usages:

1. The most apparent characteristic of Latin word order is the position of the verb at the end of its clause.
2. The usual position of a descriptive adjective is after its noun.
3. Endings of Latin nouns and adjectives denote different cases and have English equivalents which vary as the cases in Latin.
4. Endings of Latin verbs denote differences in tense, person, and number; English gains the same result by use of auxiliary verbs.

C. With Regard to Specific Content:

1. There are eleven stories and two groups of riddles (about seven pages) in Latin.
2. A study guide precedes each story.
3. A vocabulary of essential words follows each story.
4. There are notes covering the basic syntax and those forms which are introduced in the story.
5. There are eleven true-false tests of reading com-



prehension (one based on each story).

6. There is a set of multiple-choice tests to determine the pupil's knowledge of syntax and forms.
7. The present, imperfect, and future tenses of the first and second conjugations in the active indicative are contained.
8. The present, imperfect, and future tense forms of the verbs sum and adsum in the indicative are used.
9. There are forms of first declension nouns, and feminine forms of first-second declension adjectives in the nominative, genitive, dative, accusative, ablative, and vocative (singular) cases of the singular and plural.
10. The following principles of syntax are introduced: subject, predicate nominative, possessive, direct object, indirect object, ablative of place with the preposition in, the accusative with the preposition ad, agreement of adjectives, the accusative with the prepositions circum and per, and direct address (in the singular only).
11. Sixty words of essential vocabulary are contained, not including words to be determined at sight.
12. There is a list of optional related activities.
13. There is a summary of inflections, syntax, and vocabulary.



### Indirect Learning Products

- A. The pupil will begin to get the idea that English words have a background that colors their meaning.
- B. He will begin to think of words as tools for expressing thoughts.
- C. He will begin to be aware of English idiomatic use.

### The Unit Assignment

#### First Story: Study Guide

- I Look over the story: Villa in Montana.
  - A. What words are exactly like English words that you know?
  - B. What words are similar but not exactly like English words?
  - C. What ending occurs most often on words in the story?  
Is there any other ending that occurs often?
- II The following are "scrambled sentences." Can you unscramble them, so that their meaning appears sensible?
  - A. To the house he comes.
  - B. The dog his master followed.
  - C. The boys strong football in the park were playing.
  - D. It to us he gave.
  - E. The grass green in yard John's fast to grow began.
  - F. If you should look in your newspaper, you might find





more sentences like those above.

III Look at the first sentence: Villa in Montana est. In the Latin order of thought this means: Mansion in Montana is. Now say the same sentence as you think it should be said in English. Did you add any words? If so, what were they?

IV Continue the translation of the story. Try to discover the ideas in the same order in which you find the Latin words. If the result is a "scrambled sentence," change it so that it will sound right to you. If any word sounds strange, replace it with a better word of like meaning. You may find it useful to add such words as a, an, the, his, her, its, their, or there to make the translation sound better. If a word looks like some word you already know, try to guess its meaning.

#### Villa In Montana

Villa<sup>1</sup> in Montana<sup>2</sup> est. Villa est<sup>4</sup> magnifica<sup>3</sup>.

Villa in summo monte est. In villa est Francia. Francia puella est. Matrona quoque (also) in villa est. Matrona et puella sunt<sup>4</sup> mater et filia. Matrona et filia solae in villa sunt. Francia non laborat. Matrona non laborat. Matrona fabulam narrat. Puella fabulam amat. Puellae semper (always) fabulas amant. Fabula est de (about) Clara et Dana. Dana et Clara sunt pater et filia.



### Vocabulary

amant - they like, or love	laborat - he, she, it works,
amat - he, she, it likes,	is working, or
or loves	does work
et - and	non - not
est - he, she, it is,	puella - girl
there is, is	sunt - they are, there are,
filia - daughter	are
in - prep. with abl., in, on	

### Notes

1. This is the nominative case used as subject of a verb.  
The nominative singular in the first declension ends in -a. The nominative plural ends in -ae.
2. This is the ablative case used as object of the preposition, in. The ablative singular in the first declension ends in -a.
3. This is a predicate nominative.
4. Notice that the third person singular ends in -t, and the third person plural ends in -nt. Translations are given in the vocabulary.

### Test

Instructions: Consider each of the following statements.  
If the statement is true, place a circle around the letter



T which follows it; if false, encircle the letter F.

1. The story is about a village in Montana. T. F.
2. A girl and her mother are in a mansion. T. F.
3. The daughter is working hard. T. F.
4. The mother is telling her daughter a story. T. F.
5. The story is about Dana and his daughter. T. F.
6. Matrona et puella sunt mater et filia. T. F.
7. Francia est matrona. T. F.

Score \_\_\_\_\_

### Second Story: Study Guide

I Look over the story: Clara et Dana.

A. What word in the story do you think is related to each of the following: solo, agriculture, familiar, spectacle, speck, demonstration, aquarium, subway, total, laborite, preservation, totalitarian, filial, territory, laborious, naval, voice?

B. If you are unfamiliar with some of these words, you might discuss them with someone who knows them, or look them up in a dictionary.

II Now translate the story. Get the ideas in the Latin order, if you can. Guess at the meanings of the words whenever you see a hint in the word itself or in the way it is used.





### Clara Et Dana

Casa (cottage) in Florida est. Casa est in ora (shore). Est sola casa in ora. In casa sunt agricola et filia. Agricola est Dana et filia est Clara. Dana et filia sunt familia tota. Dana in terra laborat, quod agricola est. Clara quoque (also) laborat. Non in terra sed (but) in casa laborat. Agricola et filia saepe (often) navigant. Nunc Clara et Dana in casa sunt, quod est sexta hora<sup>1</sup> (sixth hour, noon). Clara spectat. Procul (far away) in aqua est navicula (boat). In navicula est puella. Clara iterum (again) spectat, quod puella non bene (well) navigat. Clara vocat (calls) et monstrat (points). Causa est puella. Dana spectat. Puella non est in navicula. Nunc in aqua, nunc sub aqua est. Dana properat (hurries), quod puella procul est. In navicula navigat et servat. Nunc puella in terra est.

### Vocabulary

agricola - farmer

quod - because

aqua - water

spectat - looks, looks at

causa - cause, reason

terra - land, earth

nunc - now

### Note

1 The Romans began counting their hours at six o'clock A.M.



There were twelve hours ending at six o'clock P.M.

### Test

Instructions: Consider each of the following statements based on the story you have just read. If a statement is true, place a circle around the letter T which follows; if false, encircle the letter F.

- |  |       |
|--|-------|
| 1. This is a story about the rescue of a girl. | T. F. |
| 2. Dana lived in a cottage.                    | T. F. |
| 3. Clara saw a girl overboard.                 | T. F. |
| 4. Someone swam out to rescue a girl.          | T. F. |
| 5. Clara was one of a large family.            | T. F. |
| 6. Dana was working during the noon hour.      | T. F. |
| 7. Dana had a boat.                            | T. F. |
| 8. The scene of the story is in Florida.       | T. F. |
| 9. Dana est agricola.                          | T. F. |
| 10. Clara in terra laborat.                    | T. F. |

Score \_\_\_\_\_

### Third Story: Study Guide

I Examine the story: Terra Firma.

- A. What new ending seems to be very common? You will find out from the notes, as you read the story, what this ending means.
- B. Note the use of adjectives in this story. Do the adjectives precede or follow the words they modify?



C. Do any of the adjectives follow the verb, est?

What is the case of these?

II Can you explain why the Romans should have thought of two o'clock to three o'clock P.M. as the eighth hour?

III What words in the story look like the following: clarity, gratitude, salvation, vitality? Do you understand their meanings?

IV Translate the story. After you get the meaning of a sentence in Latin, revise it to make good English.

#### Terra Firma

Terra firma<sup>1</sup> est bona<sup>1</sup>. Puella gratiam monstrat, quod vitam servat. Nunc aquam<sup>2</sup> latam<sup>1</sup> spectat et naviculam<sup>2</sup> procul (far off) monstrat. Puella agricolam non accusat, quod naviculam quoque non servat. Sed Dana ad (to) naviculam navigat et servat. Navicula est parva (small) sed bona. Dana naviculam bonam amat. Agricola casam parvam monstrat. Nuntiat, "Casa mea est." Puella casam parvam spectat et amat. Nunc puella et Dana ad casam properant. Ibi (there) in porta (door) est Clara. Clara puellam spectat et amat. Puella claram probat (approves of). Puella nunc nuntiat: "Irma McKenna sum (I am). Magna est gratia mea, quod vita salva est." Irma insulam magnam monstrat. "Familia mea procul in insula habitat. Ad oram latam (near the wide shore) est villa magna. Familia insulam amat. Vitam ad oram amat.





### Vocabulary

bona - good	nuntiat - announces, says
insula - island	servat - saves
mea - my	vita - life
monstrat - points out, shows	

### Notes

1. Adjectives show the same gender, number, and case as the noun they modify. Most nouns of the first declension are feminine. Nouns of the first declension (such as agricola) which denote male beings are masculine. The cases of adjectives of the first declension have the same endings as those of the nouns.

2. In the first declension the accusative case ends in -am in the singular. The accusative is used as the direct object of a verb and the object of most prepositions including ad and post.

### Test

Instructions: Mark the correct letter for each of the following statements, as done on the earlier tests of this kind.

1. Dana saved the girl's boat. T. F.
2. The girl's name was Vera. T. F.
3. The girl was grateful for her rescue. T. F.
4. Clara ran down to the shore to meet her father. T. F.
5. Dana took the rescued girl back to her home



- |                               |       |
|-------------------------------|-------|
| at once.                      | T. F. |
| 6. Clara puellam non amat.    | T. F. |
| 7. Casa in insula est.        | T. F. |
| 8. Dana naviculam bonam amat. | T. F. |

Score \_\_\_\_\_

#### Fourth Story: Study Guide

- I Look through the story Villa Magnifica.
- A. How many words do you find in the story which are in the accusative case (-am)? Which of these are nouns? Which are adjectives?
- B. How would you describe a magnifying glass? How many white keys are there in an octave on the keyboard of a piano? What is insulation? For what purpose is it used? Find the words in the story which are related to the above terms.
- II Translate the story in the same way as you translated the earlier stories. First discover the ideas in the Latin order, then revise the sentences and add any necessary words.

#### Villa Magnifica

Tum Clara Irma ad cenam (dinner) parvam vocat. Irma cenam amat. Agricola et filia quoque (also) cenam amant, quod cena bona est. Irma gratiam nuntiat. Post (after)



cenam Clara et Irma et Dana ad oram (shore) latam properant et ad insulam navigant. Irma Claram et Danam ad villam vocat. Villa est ad oram. Est villa magna. Dana et puellae ad villam properant. Clara villam magnam amat. Matrona curam (anxiety) magnam monstrat. Totam familiam ad villam vocat. Omnes (all) gratiam nuntiant, quod Irma salva est. Ad horam octavam<sup>1</sup> (eighth) Dana et filia navigant. In navicula parva ad terram latam et casam parvam properant.

### Vocabulary

ad - to, toward, near;	parva - small, little
prep. with acc.	properant - hurry, they
lata - wide	hurry
magna - large, big, great	vocat - calls, he calls, she calls

### Note

1. What time would this be according to our way of expressing it?

### Test

Instructions: Complete the following test just as you have previously done.

1. Irma invited Clara to dinner. T. F.
2. The farmer and his daughter took the girl home. T. F.
3. The girl's mother had not noticed her absence. T. F.





- |   |       |
|---|-------|
| 4. The girl's entire family was at home.      | T. F. |
| 5. Clara and Dana stayed until eight o'clock. | T. F. |
| 6. A villa was a small village.               | T. F. |
| 7. Agricola in terra navigat.                 | T. F. |
| 8. Villa Claram amat.                         | T. F. |

Score \_\_\_\_\_

### Fifth Story: Study Guide

#### I Look through the story: Bulla Pulchra.

- A. The first word is a girl's name. Do you know other names that end in -a? They may be Latin words of common meaning.
- B. Does the word laborat suggest hard or easy work?
- C. Find the words in the story whose meaning you think you can guess. If the meaning makes sense in the sentence, it is probably correct.
- D. Does the word vita suggest any advertisements you have seen?
- E. Do you know how the Latin word for money came from the Latin word for cattle? You will find an interesting story about this if you will look up the derivation of pecuniary.
- F. Note the ending -ae, -as, and -ba-, as explained in the notes.

#### II Translate the story according to the usual procedure. Be



sure your final translation sounds like good English.

### Bulla Pulchra

Gloria erat puella parva et pulchra. In magna villa matronae<sup>1</sup> laborabat<sup>2</sup>, quod erat serva matronae. Per longas<sup>3</sup> horas laborabat. Aquam ad villam portabat, cenas magnas (big dinners) familiae parabat, portam villae servabat (answered the door bell). Vita puellae parvae erat dura sed grata (hard but pleasant).

Nunc erat nona (ninth) hora et puella per unam horam erat libera. Aquam per unam horam non portabat, neque (nor) cenas parabat. Per vias (streets) ambulabat et tabernas (shops) spectabat, quod multae erant tabernae in via. Erat in una taberna bulla (locket) pulchra. Gloria bullam pulchram spectabat et amabat. Puellae bullas pulchras semper (always) amant. Gloria pecuniam non portabat. Pecuniam conservabat, sed non satis (enough) erat, quod puella parva pecuniam non magnam parabat.

### Vocabulary

erat - was	portabat - carried, was
parabat - prepared, got,	carrying
was preparing, used	pulchra - beautiful,
to prepare	pretty
per - through; prep. with acc.	una - one



### Notes

1. This is a genitive case. It is used to show possession like the English possessive. It is also equivalent to an English prepositional phrase beginning with of.  
Example: matronae means the lady's or of the lady.
2. The syllable -ba- found in the ending of a verb indicates the imperfect tense. This tense indicates an action that was either customary or continued in past time. For the translations, see the vocabulary above.
3. The accusative plural in the first declension ends in -as.

### Test

Instructions: Complete the following test in the same manner as the previous tests.

- |   |       |
|---|-------|
| 1. Gloria lost her purse on the street.   | T. F. |
| 2. She worked for a wealthy lady.         | T. F. |
| 3. The girl bought a locket.              | T. F. |
| 4. Gloria was saving up her money.        | T. F. |
| 5. She had enough to buy what she wanted. | T. F. |
| 6. Serva matronae cenam parabat.          | T. F. |
| 7. Matrona per longas horas laborabat.    | T. F. |
| 8. Dura erat vita matronae.               | T. F. |

Score

\_\_\_\_\_





### Sixth Story: Study Guide

#### I Examine the story: Praemium.

- A. Think of prae as equivalent to the English prefix, pre. Now think of praemium without the letter a. Do you see the English word derived from praemium?
- B. Can you use the word, amble, in a sentence? What is a matron? Do you see any difference between donations and gifts? From what Latin word do we get the word, gratitude?
- C. Notice the Latin ending -ae which you used in the last story. Do you remember what this ending means when it represents the genitive case?

#### II Now translate the story. It is a sequel to the last story.

#### Praemium<sup>1</sup>

Nunc Gloria per viam rursus ambulabat et memoria bullae (locket) erat. Subito (suddenly) arcam (purse) in via lata spectabat. In arca erat pecunia. Rursus erat memoria bullae, sed puella bona erat. In arca erat nomen (name) et via matronae. Gloria nomen spectabat, et arcam ad viam matronae portabat. Villa matronae magna erat et procul a (far from) via. Multae servae in villa matronae laborabant, quod villa magna erat. Ad portam (door) villae



properabat Gloria. Serva portam servabat (was tending).  
 Gloria intrabat et arcam donabat. Magna erat gratia  
 matronae. Matrona puellam bonam laudabat (praised), et  
 pecuniam praemium donabat, quod arcam reportabat. Gloria  
 gratiam monstrabat. Tum (then) pecuniam spectabat. Rursus  
 erat memoria bullae. Satis (enough) pecuniae erat.

### Vocabulary

pecunia, - ae f. money

rursus - again

(See note 2  
 below)

via - ae f. street, way,  
 road

### Notes

1. Reward
2. From this point on the nominative, genitive ending, and initial of the gender will be given for each noun in the vocabulary. The genitive of a noun is the case that proves its classification in a declension.

### Test

Instructions: Check with a circle the letters representing the correct answers to each of the following statements, as on previous tests.

1. Gloria received money from her aunt. T. F.
2. The girl forgot to take her purse with her  
 when she went down street. T. F.
3. Gloria was given a reward for returning a



- purse to its owner. T. F.
4. She remembered a doll which she had seen in  
a shop window. T. F.
5. She discovered that she did not have enough  
money to buy a locket out of her savings. T. F.
6. Bulla pulchra erat in taberna. T. F.
7. Memoria bullae grata erat. T. F.
8. Matrona ad viam habitabat. T. F.

Score \_\_\_\_\_

### Seventh Story: Study Guide

I Look through the following groups of sentences in  
Quid Sum?.

- A. Each group describes some person or thing. You are  
supposed to guess the answer to the question found in  
each group. The correct answers appear after the  
notes.
- B. Notice the new verb ending. It denotes the first  
person. You will find more details about this ending  
in the notes.

#### Quid Sum?

1. In aqua habito<sup>1</sup>; undas magnas amo<sup>1</sup>; ad terram saepe  
propero<sup>1</sup>. Quid (what) sum<sup>1</sup>?
2. In terra dura laboro; in casa parva habito; vita mea





est dura sed grata. Quis (who) sum<sup>1</sup>?

3. In villa magnae matronae laboro; vita mea est dura; non libera sum. Quis sum?

4. Naviculas magnas et parvas porto; ad<sup>2</sup> terras sum; pulchra saepe sub luna (moon) sum. Quid sum?

5. Dura et grata sum; serva et domina (mistress) sum; in casis parvis et in villis magnis habito. Quid sum?

### Vocabulary

dura - hard

sum - I am

habito - I live, reside

unda, - ae f. - wave

saepe - often

### Notes

1. The ending -o or -m on a Latin verb indicates the first person singular. For the translation, look in the vocabulary above.
2. Remember that ad means near as well as to. The former meaning is used wherever the verb does not show motion in any particular direction.

### Answers

1. Navicula sum.
2. Agricola sum.
3. Sum serva matronae.
4. Aqua sum.
5. Pecunia sum.



### Eighth Story: Study Guide

I Examine the following title: Vera? Falsa?

- A. Can you guess the meaning?
- B. In each of the groups of sentences under this title the first statement is true as marked (Vera). Keep the first statement of the group in mind while you decide about each of the other statements in the same group. Check the correct choice in the space provided after each sentence.
- C. You will find new verb endings in the sentences. These are explained in the notes.
- D. There is also a new noun ending.

Vera? Falsa?

- |  |   |
|--|---|
| 1. a. Agricolae summus <sup>1</sup> .            | Vera <input checked="" type="checkbox"/> Falsa <input type="checkbox"/> |
| b. In aqua laboramus <sup>1</sup> .              | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
| c. In villis <sup>2</sup> magnis habitamus.      | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
| d. In casis <sup>2</sup> parvis habitamus.       | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
| e. Pecuniam magnam paramus.                      | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
|  |   |
| 2. a. Nautae estis <sup>3</sup> .                | V. <input checked="" type="checkbox"/> F. <input type="checkbox"/>      |
| b. In naviculis vestris laboratis <sup>3</sup> . | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
| c. In terris non saepe estis.                    | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
| d. Ad terras multas navigatis.                   | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |
| e. Undas parvas amatis.                          | V. <input type="checkbox"/> F. <input type="checkbox"/>                 |



3. a. Puella parva es<sup>4</sup>. V. ☒ F. ☐  
 b. Bullam pulchram amas<sup>4</sup>. V. ☐ F. ☐  
 c. Curas multas habes<sup>4</sup> (have). V. ☐ F. ☐  
 d. Pecuniam parvam habes. V. ☐ F. ☐  
 e. Per multas horas laboras. V. ☐ F. ☐
4. a. Litteras multas paratis. V. ☒ F. ☐  
 b. Pulchrae puellae estis. V. ☐ F. ☐  
 c. Amicae (friends) vestrae sunt multae. V. ☐ F. ☐  
 d. Familiae vestrae sunt in terris  
 alienis. V. ☐ F. ☐  
 e. Multas litteras datis (write). V. ☐ F. ☐
5. a. In insulis parvis habitamus. V. ☒ F. ☐  
 b. Undas parvas amamus. V. ☐ F. ☐  
 c. Naviculas non amamus. V. ☐ F. ☐  
 d. Undas magnas saepe spectamus. V. ☐ F. ☐  
 e. In undis saepe navigamus. V. ☐ F. ☐

### Vocabulary

amas - you (sing.) like, love	laboratis - you work
es - you (sing.) are	multa - much, many
estis - you (plur.) are	sumus - we are
laboramus - we work, are work- ing	vestra - your (more than one possessor)





### Notes

1. The first person plural of the verb ends in -mus. See the vocabulary for translation.
2. The ablative plural in the first declension ends in -is. The common meanings of this case are: by, with, from, in.
3. The ending -tis denotes the second person plural of the verb. See translation above.
4. The ending -s, translated in the vocabulary above, indicates the second person singular of the verb.

### Ninth Story: Study Guide

#### I Look over the story: Memoriae.

- A. In this story you will find the new ending -arum.

This ending is explained in the notes following the story.

- B. There are many interesting words in the story which are related to English words. Have you ever examined a spectroscope? Perhaps your physics instructor will show you one of these. To what word in the lesson is spectroscope related? Can you make a list of English words which are suggested by the word, memoria? Can you see the connection in meaning between conspicuous and spectat?

#### II Translate the story. Refer frequently to the notes.



### Memoriae

Asa in cella (his room) est. Litteras Latinas studet<sup>1</sup>, sed non diligenter (hard, diligently) laborat, quod linguas non amat. Formas litterarum<sup>2</sup> spectat, sed memoriam litterarum non servat. Memoriae<sup>3</sup> aliae (other) sunt -- memoriae familiae et villarum et puellarum. Familia Asae in ora insulae habitabat et multae erant puellae in villis circum oram latam. Erat quoque (also) magna copia (supply) navicularum circum insulam. Erant naviculae familiarum quae (who) in oris insulae habitabant. Asa villam amabat. Formam silvarum (forests) post (behind) villam amabat. Vita (life) familiarum quae in oris insularum habitabant certe grata erat. Cotidie circum oras insularum pulchrarum navigabant et villas magnificas spectabant. Neque (nor) multae erant curae (cares) familiarum.

### Vocabulary

circum - around

ora, -ae f. shore

erant - were, they were,

sed - but

there were

### Notes

1. Verbs of the first conjugation have the stem letter -a- before the personal endings. Example: labor - a - t.

Verbs of the second conjugation have the stem letter



- e -. Example: stud - e - t.

2. The genitive plural in the first declension ends in -arum. It is translated by the English possessive or with the preposition, of. Example: naviculae familiarum - the families' boats or the boats of the families.
3. The nominative plural ends in -ae in the first declension.

### Test

Instructions: Mark the proper letters with a circle, as done in previous tests of this type.

- |  |       |
|--|-------|
| 1. This is a story of a homesick student.      | T. F. |
| 2. Asa lived in Chicago.                       | T. F. |
| 3. He had many friends back home.              | T. F. |
| 4. He was studying chemistry.                  | T. F. |
| 5. He was not keeping his mind on his work.    | T. F. |
| 6. There was a forest near his home.           | T. F. |
| 7. Asa liked the girls in his neighborhood.    | T. F. |
| 8. Memoria navicularum ei (to him) grata erat. | T. F. |

Score \_\_\_\_\_

### Tenth Story: Study Guide

I Examine the story: Puellae.

- A. How many words can you think of containing the syllable inter-? containing trans-? What do these prefixes mean?





B. Do you know what a linguist is? Have you ever seen a picture of the cornucopia? a picture of an Anglican church?

C. The syllable -ne that you see on the end of verbs makes questions out of the verbs. It is further explained in the notes.

D. The notes also explain the new verb ending.

II Now translated the story, referring frequently to the vocabulary for the translation of the new verb forms used.

#### Puellae

Inter (amid) has (these) memorias Vanadia in cellam (the room) intrabat.

"Laborasne<sup>1</sup>, Asa?" rogabat Vanadia. Tum (then) Latinam spectabat. "Latinam et historiam sed non linguam Anglicam amo. Amasne<sup>1</sup> Anglicam? Copiam (supply) magnam linguarum certe habemus<sup>2</sup>."

"Neque (neither) linguas neque memoriam linguarum amo," respondet<sup>2</sup> Asa. "Naviculas amo." Asa Vanadiae (to Vanadia) picturam navicularum monstrat. "Nos omnes (all of us) in insula naviculas habemus. Navicula parva est mea. Est navicula bona et bene navigabit<sup>3</sup>. Trans undas te (you) celeriter portabit<sup>3</sup>. Esne nauta?"

"Ego naviculam non habeo. Naviculas amo, sed non bene navigo. Navigasne saepe?" rogabat Vanadia.



"Nos cotidie multas horas navigamus."

"Nos?"

"Sunt quoque puellae multae in insula. Nos cotidie navigamus."

"Navigatisne circum insulas?" rogabat Vanadia.

"Circum insulas et ad terram navigamus. Ego in insulis mox (soon) ero<sup>3</sup>. Si (if) ad villam meam properabis, te in navicula portabo<sup>3</sup>. Ad villas alias (other) circum oram navigabimus<sup>3</sup>, Nos et puellae quoque navigabimus<sup>3</sup>. Puellae nautae (sailors) bonae sunt. Bene navigant .

"Ego quoque nauta ero, si puellae aderunt (are present). Cotidie navigabimus<sup>3</sup>. Vale (good-bye), Asa." Exit Vanadia.

### Vocabulary

bene - well	nos - we
cotidie - daily, every day	portabit - he, she, it will
ego - I	carry
ero - I shall be	portabo - I shall carry
habemus - we have	properabis - you will hurry,
nauta,-ae m. - sailor	(come)
navigabimus - we shall sail	quoque - also
navigabit - he, she, it will sail/rogabat - asked	

### Notes

1. The Romans used no question marks. When they wanted to ask a question, they began the sentence with some inter-



rogative word like quis or quid, which you have already seen, or they used the syllable -ne on the first word in the sentence. Usually they placed the verb first in the sentence when they were using -ne. This syllable has no translation of its own, but it does affect the translation of the sentence. Example: laboras means you are working; laborasne means are you working?

2. Note the stem letter -e- which represents the second conjugation.
3. The letters -bo, -bi-, -bu- in the ending of a verb denote the future tense. This applies to verbs of the first and second conjugations. The verb sum is irregular. Its future tense contains no -b-. For translations, see the vocabulary above.

### Test

Instructions: Check each statement as true or false, as previously done.

1. Asa invited Vanadia to come home with him for a visit. T. F.
2. Vanadia liked English and Latin. T. F.
3. Three of Asa's chums came in while he was studying. T. F.
4. Asa believed girls were poor sailors. T. F.
5. Vanadia showed Asa a picture of a boat. T. F.
6. Vanadia professed to be a good sailor. T. F.





7. Vanadia linguas non amabat.

T. F.

Score \_\_\_\_\_

### Eleventh Story: Study Guide

I Look through the story: Luella et Vera.

A. You will see many words ending in -ae. Can you recall two cases of nouns which have this ending? How do you translate these cases? There is a third case which ends in -ae in this story. It is explained in the notes.

B. The word, dative, is derived from a word in this story. Can you tell which word it is? The word, dative, is the name of a new case which you will find in use, from now on, in your Latin stories.

II The following facts will assist you in distinguishing between nominative, genitive, and dative forms ending in -ae.

A. The normal position of a nominative case is at the beginning of a clause. This form must be used with a verb in the third person plural.

B. Words in the genitive (of) case usually follow the noun they modify.

C. The dative (to) case is used with the verbs entrust, give, say, show, or other verbs of equivalent meaning.



III Now translate the story, referring to the notes or the above explanation as frequently as necessary.

### Luella Et Vera

Luella est puella parva, filia feminae bonae. Femina filiam spectat. Filia pecuniam portat. Tum femina rogat, "Ubi (where) pecuniam parabas?" Luella feminae<sup>1</sup> respondet, "Vera mihi<sup>1</sup> (to me) pecuniam dabat." Tum femina Veram vocat. Vera quoque est filia feminae. "Portasne pecuniam, filia mea?" Vera pecuniam portat et feminae<sup>1</sup> monstrat. Femina filiam spectat et rogat, "Quis pecuniam tibi<sup>1</sup> (to you) dabat?" Tum Vera feminae nuntiat, "Nemo (nobody) mihi pecuniam dabat. Ego<sup>2</sup> et Luella pecuniam ex (from, out of) arca tua (your purse) parabamus." Femina puellis<sup>1</sup> parvis sententiam (her opinion) nuntiat. Veram laudat (praises) quod famam veram nuntiabat, et Luellam accusat quod famam non veram nuntiabat. "Puellae bonae pecuniam ex arca aliena (someone else's) non parant," femina nuntiabat. Sed poena puellarum malarum (naughty) non severa erat.

### Vocabulary

dabat - gave, was giving,                      tum - then  
used to give

### Notes

1. A person (or thing) to whom something is given, spoken, entrusted, or shown is the indirect object of the verb.



In Latin the indirect object is in the dative case, ending in -ae in the singular and -is in the plural for nouns and adjectives in the first and second declensions. Pronouns like mihi and tibi are irregular. The dative is translated by the word, to, before the noun or pronoun. The word, to, may be omitted, however, if it makes better English to do so.

2. The Romans used the first person before the second or third.

### Test

Instructions: Complete this test in the same manner as the previous tests of this type.

1. The persons mentioned in the story are a mother and her two daughters. T. F.
2. The mother asked her daughter to bring her (the mother's) purse. T. F.
3. The daughters were asked to explain why they were carrying money. T. F.
4. One daughter told the truth. T. F.
5. The mother had reason to praise both her daughters. T. F.
6. Famam veram puellae nuntiabant. T. F.
7. Femina puellis pecuniam dabat. T. F.
8. Luella nuntiabat famam non veram. T. F.

Score \_\_\_\_\_





## Twelfth Story: Study Guide

### I Examine the story: Amicae.

- A. From what words in the story would you guess each of the following is derived: exclamatory, interrogative, responsible, absent, duet, sediment, tenable? Do you know their meanings?
- B. Notice the verbs in this story. Do you see in what respect they differ from most of the Latin verbs you have been using? This difference is explained in the notes.

### II Now translate the story. Guess at the meanings of any words which appear to be at all familiar.

#### Amicae

Agricola et filia, Edna, per oram ambulabant et aquam latam spectabant. Subito (suddenly) puella parva agricolae clamat et ad naviculam monstrat.

"Naviculam! Videsne<sup>1</sup> naviculam?" filia agricolae clamabat.

"Naviculam video, filia mea," agricola puellae respondebat<sup>1</sup>. Fortasse (perhaps) ad oram navigabit."

"Videsne<sup>1</sup> puellam in navicula?" Edna rogabat. Agricola rursus spectat et puellam in navicula videt.

"Puellas parvas in navicula video<sup>1</sup>," agricola respondebat. "Sunt Helena et Freda Canova, tuae amicae. Fortasse



nos (us) videbunt<sup>1</sup>." Helena et Freda agricolam et filiam vident et ad oram navigant.

"Ave (Hello), Helena; ave, Freda," Edna puellis clamabat.

"Ave, Edna," respondebant puellae, Tum filia parva agricolae in naviculam intrat. Helena agricolae nuntiat.

"Filiam tuam bene curabimus (look out for). Circum oras insularum navigabimus et villas magnas videbimus<sup>1</sup>.  
Duas (two) horas fortasse aberimus<sup>2</sup>."

Tum puellae ab ora navigant. Undae non magnae sunt. Hoc (this) agricolae et puellis gratum (pleasing) est. Helena et Edna in media<sup>3</sup> navicula sedent. Freda post (behind) puellas duas sedet et naviculam tenet<sup>1</sup> (holds).

### Vocabulary

fortasse - perhaps

video - I see

sedet - sits

videsne - do you see?

videbimus - we shall see

### Notes

1. This is a verb of the second conjugation. The personal endings in the second conjugation are the same as in the first, but they are preceded by -e- instead of -a-. For translations, see the vocabulary or compare with similar forms in the first conjugation.
2. This verb is a combination of the prefix, ab (away), and erimus (we shall be). It is conjugated like sum.



3. In media navicula means in the middle of the boat, not in the middle boat. The use of media as an adjective is normal in Latin.

### Test

Instructions: Complete this test in the same manner as the former tests.

- |   |       |
|---|-------|
| 1. This is a story about three sisters                          | T. F. |
| 2. The sea was very rough on this day.                          | T. F. |
| 3. One of the girls could sail a boat very well.                | T. F. |
| 4. Edna's father was a sailor.                                  | T. F. |
| 5. The girls were going to be out in the boat<br>for two hours. | T. F. |
| 6. They expected to see the islands and country<br>estates.     | T. F. |
| 7. Duae puellae in media navicula sedebant.                     | T. F. |
| 8. Navicula puellis grata erat.                                 | T. F. |

Score \_\_\_\_\_

### Thirteenth Story: Study Guide

I Look through the story: Curae.

- A. Find the Latin word which suggests each of the following: Oculist, curator, dual, certificate, habit. If you do not know the meaning of all these words, discuss them with someone who does, or look them up in a dictionary. This procedure will help you in





two languages at one time.

B. There are no new forms in the story, except those which are explained in parentheses.

II Translate the story. Guess freely at the meanings of words which appear similar to words you already know. Check every meaning to be sure that it is usable in the sentence. In this way you will increase your speed of translating.

### Curae

Agricola in casa sedebat ubi Ida, uxor (his wife), cenam parabat. Cura Idae erat magna. Per duas horas oculos (eyes) ad oram tenebat. Tandem femina agricolae nuntiat, "Oculos meos ad undas per duas horas teneo, sed puellas non video. Curam magnam habeo." "Curam non habeo," agricola feminae respondebat. "Undae non magnae sunt. Undae parvae puellis parvis semper (always) gratae sunt. Freda bene navigat. Naviculam tenebit. Ednam nostram curabit. Edna insulas et villas magnas videbit. Hoc (this) Ednae gratum erit."

Tandem Ida agricolae clamabat, "Adsunt!" Edna ab ora ad casam properabat. Nunc in casa aderat. "Estne cena parata?" puella rogabat. "Certe," mater filiae respondebat. "Ubi eras, filia?" "Nos circum oras insularum navigabamus. Habebasne curam, mater?" Curam magnam habebam, filia, sed curam meam removebas, ubi (when) in casam intrabas."



Agricola feminae et filiae nuntiabat, "Fortasse nos quoque naviculam habebimus. Tum tu (you) et mater tua navigabitis et insulas tandem videbitis. Tum tu, uxor mea, curas non habebis."

### Vocabulary

aderat - (ad + erat) was	cura, -ae f. - care, anxiety
present, was here	tandem - finally
adsunt - (ad + sunt) guess	teneo - hold
the meaning	ubi - where.

### Test

Instructions: Check each statement as true or false, as you have done before on these tests.

- |   |       |
|---|-------|
| 1. The farmer and his wife were at home.  | T. F. |
| 2. The farmer was worrying about his daughter.                                      | T. F. |
| 3. The wife kept looking toward the shore.  | T. F. |
| 4. The farmer and his wife were eating supper.                                      | T. F. |
| 5. The daughter arrived in time for supper.   | T. F. |
| 6. The farmer suggested that his wife and daughter should have a boat of their own. | T. F. |
| 7. Curae Idae erant multae.   | T. F. |
| 8. Causa curarum erat Edna.   | T. F. |
| 9. Uxor et agricola cenam parabant.   | T. F. |

Score \_\_\_\_\_



### Optional Related Activities

1. Look through a list of the names of our states. Make a list of those which end in the letter, -a. Find what each of these names means.
2. Make a list of ten Latin mottoes of states in the United States. You can find the meanings of these mottoes in a dictionary.
3. You already know how the Romans counted their hours. Now see what you can find out about their devices which they used for telling the time of day.
4. The Romans figured their days of the month from three different days in the month. If you can find an illustration of a Roman Calendar, study the description which goes with it. The class would enjoy hearing a report on this topic.
5. Do you know what goes on in a probate court? Find out what you can about the probate court. Ask someone who has been to a probate court to explain why he had to go there.
6. Look up a list of the insular possessions of the United States. Be able to tell the class where each is located.
7. Make a list of ten imports and ten exports of the United States. Can you find any article (or material) on both lists? Which of these articles or materials does your family use? Which one of the imports do you consider





most important?

8. Write a short description of something in Latin. Choose any topic you wish. The class will be interested to know whether you can express ideas in the Latin language. You might consider a conversation or even a short play. Perhaps others in the class would like to work this out with you. You might like to put on this play before the class.
9. If you care to read a chapter about any of the Roman customs, the class would certainly like to hear and talk about what you discover.
10. Look up any topic suggested by the stories you have been reading.

### Summary: Vocabulary

#### Nouns

- |             |            |           |
|-------------|------------|-----------|
| 1. agricola | 5. insula  | 10. terra |
| 2. aqua     | 6. nauta   | 11. unda  |
| 3. cura     | 7. ora     | 12. via   |
| 4. filia    | 8. pecunia | 13. vita  |
|             | 9. puella  |           |

#### Adjectives

- |          |           |             |
|----------|-----------|-------------|
| 14. bona | 17. magna | 20. parva   |
| 15. dura | 18. mea   | 21. pulchra |
| 16. lata | 19. multa | 22. tua     |



Verbs

23. adsum	29. nuntio	35. servo
24. amo	30. paro	36. specto
25. do	31. porto	37. sum
26. habeo	32. propero	38. teneo
27. habito	33. rogo	39. video
28. monstro	34. sedeo	40. voco

Prepositions

41. ad	42. circum	44. per
	43. in	

Pronouns

45. ego	46. nos
---------	---------

Adverbs and Conjunctions

47. bene	52. nunc	57. sed
48. cotidie	53. quod	58. tandem
49. et	54. quoque	59. tum
50. fortasse	55. rursus	60. ubi
51. non	56. saepe	

## Meanings

Nouns

1. farmer	5. island	10. land
2. water	6. sailor	11. wave
3. care	7. shore	12. street
4. daughter	8. money	13. life
	9. girl	

Adjectives

14. good	17. large, great	20. small
15. hard	18. my	21. pretty
16. wide	19. many, much	22. your



Verbs

23. be present	29. announce	35. save
24. like, love	30. prepare, get	36. look
25. give	31. carry	37. be
26. have	32. hurry	38. hold
27. live	33. ask	39. see
28. show	34. sit	40. call

Prepositions

41. to, toward	42. around	44. through
	43. in, on	

Pronouns

45. I	46. we
-------	--------

Adverbs and Conjunctions

47. well	52. now	57. but
48. daily	53. because	58. finally
49. and	54. also	59. then
50. perhaps	55. again	60. where
51. not	56. often	

## Summary: Syntax

1. The subject of a verb is in the nominative case.
2. The nominative case is used in the predicate after the verb be to explain or describe the subject.
3. The genitive case is used to denote the possessor.
4. The direct object of a verb is in the accusative case.
5. The person to whom something is spoken, shown, or given (i.e. the indirect object) is in the dative case.
6. The ablative case with the preposition in is used to de-





note the place in which of place where something is located.

7. The accusative case with the preposition ad is used to denote the person or place toward which there is motion.
8. The prepositions circum and per govern the accusative case.
9. An adjective agrees with the noun it modifies in gender, number, and case.
10. The vocative case is used in addressing a person or thing, where a noun or adjective is used.

#### Summary: First Declension

Case	Noun	Adjective	Meaning
Nominative	puella	parva	a little girl
Genitive	puellae	parvae	of a little girl a little girl's
Dative	puellae	parvae	to a little girl
Accusative	puellam	parvam	a little girl
Ablative	puella	parva	by, with, from a little girl

#### Plural

Nominative	puellae	parvae	Repeat
Genitive	puellarum	parvarum	the above
Dative	puellis	parvis	meanings
Accusative	puellas	parvas	in
Ablative	puellis	parvis	plural



## Summary: First Conjugation

## Present Tense

Person	Ending	Verb	Meaning
1st	-o	porto	I carry, am carrying, do carry
2nd	-s	portas	you carry, etc.
3rd	-t	portat	he, she, it carries, etc.
1st	-mus	portamus	we carry, etc.
2nd	-tis	portatis	you carry, etc.
3rd	-nt	portant	they carry, etc.

## Imperfect Tense

1st	-bam	portabam	I carried, was carrying, used to carry
2nd	-bas	portabas	you carried, etc.
3rd	-bat	portabat	he, she, it carried, etc.
1st	-bamus	portabamus	we carried, etc.
2nd	-batis	portabatis	you carried, etc.
3rd	-bant	portabant	they carried, etc.

## Future Tense

1st	-bo	portabo	I shall carry
2nd	-bis	portabis	you will carry
3rd	-bit	portabit	he, she, it will carry
1st	-bimus	portabimus	we shall carry
2nd	-bitis	portabitis	you will carry
3rd	-bunt	portabunt	they will carry

## Summary: Second Conjugation

## Present Tense

1st	-o	video	I see, am seeing, do see
2nd	-s	vides	you see, etc.
3rd	-t	videt	he sees, etc.
1st	-mus	videmus	we see, etc.
2nd	-tis	videtis	you see, etc.
3rd	-nt	vident	they see, etc.



## Imperfect Tense

## Person    Ending

1st	-bam	videbam	I saw, was seeing, used to see
2nd	-bas	videbas	you saw, etc.
3rd	-bat	videbat	he saw, etc.
1st	-bamus	videbamus	we saw, etc.
2nd	-batis	videbatis	you saw, etc.
3rd	-bant	videbant	they saw, etc.

## Future Tense

1st	-bo	videbo	I shall see
2nd	-bis	videbis	you will see
3rd	-bit	videbit	he will see
1st	-bimus	videbimus	we shall see
2nd	-bitis	videbitis	you will see
3rd	-bunt	videbunt	they will see

Summary: Irregular Verb Sum

## Present

## Imperfect

## Future

sum	I am	eram	I was	ero	I shall be
es	you are	eras	you were	eris	you will be
est	he is	erat	he was	erit	he will be
sumus	we are	eramus	we were	erimus	we shall be
estis	you are	eratis	you were	eritis	you will be
sunt	they are	erant	they were	erunt	they will be

The verbs adsum and absum follow the model sum. A synopsis is given below.

adsum	I am present	absum	I am absent
aderam	I was present	aberam	I was absent
adero	I shall be present	abero	I shall be absent





## Test I: Forms and Syntax

Instructions: In each of the following groups, write in the blank space the number of the word or phrase chosen from the accompanying group which correctly translates the Latin word.

I probo \_\_\_\_

1. I approve
2. probably
3. he approves
4. I prepare
5. you prepared

II laborabunt \_\_\_\_

1. he works
2. they will work
3. it will work
4. working
5. they work

III spectatis \_\_\_\_

1. you are looking at
2. you looked at
3. she looks at
4. look at
5. spectators

IV dabimus \_\_\_\_

1. we give
2. give us
3. we shall give
4. you gave
5. you will give

V orae \_\_\_\_

1. oral
2. of the shores
3. on the shore
4. from shore
5. on shore



VI portabat \_\_\_\_

1. she carries
2. they carried
3. I carry
4. she carried
5. carry

VII navicularum \_\_\_\_

1. of a boat
2. of the sailors
3. in the boats
4. of the navy
5. of boats

VIII feminae \_\_\_\_

1. feminine
2. the women
3. of the women
4. a woman
5. to the women

IX navigabis \_\_\_\_

1. we shall sail
2. you will sail
3. you sailed
4. he will sail
5. I sailed

X terra \_\_\_\_

1. terror
2. of land
3. land
4. toward land
5. from land

Score. \_\_\_\_

### Test II: Forms and Syntax

Instructions: In each of the following groups, write in the blank space the number of the word or phrase chosen from the accompanying group which correctly translates the Latin word.



I	puellis	_____	<ol style="list-style-type: none"> <li>1. of the girls</li> <li>2. to the girls</li> <li>3. the girls</li> <li>4. of the girl</li> <li>5. to the girl</li> </ol>
II	oram	_____	<ol style="list-style-type: none"> <li>1. on the shore</li> <li>2. the shores</li> <li>3. orate</li> <li>4. the shore</li> <li>5. an oration</li> </ol>
III	tenes	_____	<ol style="list-style-type: none"> <li>1. he holds</li> <li>2. hold on</li> <li>3. tension</li> <li>4. you were holding</li> <li>5. you are holding</li> </ol>
IV	silvas	_____	<ol style="list-style-type: none"> <li>1. of the forests</li> <li>2. silver</li> <li>3. forests</li> <li>4. themselves</li> <li>5. in the woods</li> </ol>
V	aderamus	_____	<ol style="list-style-type: none"> <li>1. we were present</li> <li>2. she is present</li> <li>3. we shall be present</li> <li>4. I am present</li> <li>5. presence</li> </ol>
VI	habebunt	_____	<ol style="list-style-type: none"> <li>1. a habit</li> <li>2. she will have</li> <li>3. they will have</li> <li>4. they had</li> <li>5. we have</li> </ol>
VII	videbam	_____	<ol style="list-style-type: none"> <li>1. I used to see</li> <li>2. I was dividing</li> <li>3. we shall see</li> <li>4. they were revising</li> <li>5. I shall see</li> </ol>





VIII tenent \_\_\_\_\_

1. tenants
2. they attend
3. you held
4. he will attend
5. they hold

IX removebo \_\_\_\_\_

1. removable
2. I shall remove
3. he will remove
4. I removed
5. I remove

X respondebimus \_\_\_\_\_

1. we shall reply
2. responsible
3. we were answering
4. you will respond
5. the response.

Score \_\_\_\_\_

### Test III: Forms and Syntax

Instructions: In each of the following groups, (a) represents an English sentence and (b) represents its equivalent in Latin. Complete each Latin sentence by writing in the blank space the number of the correct word or phrase chosen from the group opposite it.

- |     |                                      |               |
|-----|--------------------------------------|---------------|
| I   | a) The farmer is working.            | 1. habitat    |
|     | b) Agricola _____.                   | 2. portabatis |
|     |                                      | 3. laboras    |
| II  | a) Where will you work?              | 4. laborat    |
|     | b) Ubi _____?                        | 5. laborabis  |
| III | a) The lady gives water to the girl. | 1. ad filiam  |
|     | b) Matrona _____ aquam dat.          | 2. puellae    |
|     |                                      | 3. filiam     |
| IV  | a) The girl's locket is beautiful.   | 4. ad puellam |
|     | b) Bulla _____ est pulchra.          | 5. puellis    |



- |      |                                     |              |
|------|-------------------------------------|--------------|
| V    | a) We sailed to the shores.         | 1. terris    |
|      | b) _____ navigabamus.               | 2. ad terram |
|      |                                     | 3. ad oras   |
| VI   | a) Where are the shores?            | 4. oris      |
|      | b) Ubi sunt _____?                  | 5. orae      |
| VII  | a) There was a villa on the street. | 1. ad viam   |
|      | b) _____ erat villa.                | 2. in viis   |
|      |                                     | 3. viae      |
| VIII | a) They hurried to the street.      | 4. in via    |
|      | b) _____ properabant.               | 5. ad vias   |
| IX   | a) What is holding the boat?        | 1. quis      |
|      | b) _____ naviculam tenet?           | 2. quid      |
|      |                                     | 3. est       |
| X    | a) Who is holding the boat?         | 4. ubi       |
|      | b) _____ naviculam tenet?           | 5. es        |

Score \_\_\_\_\_

#### Test IV: Forms and Syntax

Instructions: In each of the following groups, (a) represents an English sentence and (b) represents its equivalent in Latin. Complete each Latin sentence by writing in the blank space the number of the correct word or phrase chosen from the group opposite it.

- |     |                              |              |
|-----|------------------------------|--------------|
| I   | a) The shores are broad.     | 1. naviculae |
|     | b) _____ sunt latae.         | 2. ora       |
|     |                              | 3. naviculas |
| II  | a) We have the boats.        | 4. oras      |
|     | b) _____ habemus.            | 5. orae      |
| III | a) The lady's slave is here. | 1. serva     |
|     | b) _____ matronae adest.     | 2. servis    |
|     |                              | 3. servae    |
| IV  | a) You will like the slave.  | 4. servam    |
|     | b) _____ amabitis.           | 5. servas    |



- |      |                                |                 |
|------|--------------------------------|-----------------|
| V    | a) We saw the villa.           | 1. videmus      |
|      | b) Villam _____.               | 2. videbimus    |
|      |                                | 3. videbamus    |
| VI   | a) You will see the street.    | 4. videbis      |
|      | b) Viam _____.                 | 5. vides        |
| VII  | a) It holds water.             | 1. tenet        |
|      | b) Aquam _____.                | 2. tenent       |
|      |                                | 3. tenebunt     |
| VIII | a) They hold the boat.         | 4. tenentne     |
|      | b) Naviculam _____.            | 5. tenetne      |
| IX   | a) She was answering the lady. | 1. respondet    |
|      | b) Matronae _____.             | 2. respondebam  |
|      |                                | 3. respondebat  |
| X    | a) I shall answer the girls.   | 4. respondebant |
|      | b) Puellis _____.              | 5. respondebo   |

Score \_\_\_\_\_





## CHAPTER IV

### THE SECOND UNIT

#### A General Statement of the Unit

The writer holds as his objective for the second unit the pupil's appreciation of the following points:

- A. The order of words in Latin does not contribute noticeably to an understanding of syntax, as it does in English. The order of words, therefore, is less rigid in Latin than in English.
- B. Latin nouns, adjectives, and verbs are classified into different categories known as declensions (nouns and adjectives) and conjugations (verbs).
- C. Ideas are very much the same in Latin as in English, no matter how much the words may differ. It follows, then, that the problem of translating is a problem of translating ideas, not words.
- D. Occasionally, an idea is found in English for which there is no Latin equivalent. Such words have the same form (the English form) for all cases.

#### Delimitation of the Unit

- A. With Regard to Peculiarities of Latin Usages:
  - 1. A genitive modifier usually follows the word it modifies.



2. An indirect object tends to precede a direct object.
3. An adverbial modifier precedes the word it modifies.

B. With Regard to Specific Content:

1. There are ten stories (about ten pages) in Latin.
2. A study guide precedes each story.
3. A vocabulary of essential Latin words follows each story.
4. There are notes covering the basic syntax or irregularities in each story.
5. There are twelve true-false tests of reading comprehension.
6. There is a set of multiple-choice tests to determine the pupil's knowledge of syntax and forms.
7. The present active infinitive forms of verbs of the first and second conjugations and the verb sum are contained.
8. Forms of nouns in the second declension in the nominative, genitive, dative, accusative, ablative, and vocative in the singular and plural of the masculine, feminine, and neuter genders are used.
9. Forms of adjectives of the first - second declension in the nominative, genitive, dative, accusative, ablative, and vocative singular and plural in the masculine, feminine, and neuter genders are introduced.



10. The following principles of syntax are introduced:  
uses of the ablative with the prepositions cum, de,  
and ex; uses of the accusative with in, inter, and  
propter; and use of the infinitive with possum,  
debeo, and impersonal verb phrases.
11. Sixty-two words of essential vocabulary are used.
12. A list of optional related activities is included.
13. A summary of the inflections and vocabulary used in  
the second unit is contained.

### First Story: Study Guide

#### I Look through the story: Fenestra Fracta.

- A. What English words do you associate with desidera-  
bat, novam, fracta, mater, famam?
- B. If you should combine the adjective able with the  
verb be, you would have the phrase be able. The  
Romans combined the adjective potis (able) with the  
verb sum (I am) and got possum (I am able, I can).  
For other forms of possum, see the notes.
- C. The forms ending in -are and -ere are infinitives.  
These are translated in the notes.

#### II Now translate the story. Be sure you get each sen- tence expressed in natural English.

#### Fenestra Fracta<sup>1</sup>

Filia matronae pilam novam (new) habere<sup>2</sup> desiderabat.





Itaque matronae nuntiabat, "Mater, pilam novam habere<sup>2</sup> debeo." "Cur (why) pilam novam habere desideras?" femina rogabat. "Quod cum Gloria ludere (play) desidero," nuntiabat puella pulchra. Gloria erat amica Verae. "Pilam habere potes<sup>3</sup>, Vera," respondebat mater; "desiderasne ad tabernam (store) properare? Pecuniam habere potes<sup>3</sup>, sed pecuniam cum cura tenere debes. Fortasse Gloria quoque ad tabernam properare potest<sup>3</sup>. Memoria autem tenere debes. Pila fenestram frangere (break) potest." "Memoria tenebo, mater," erat responsum puellae parvae.

Itaque Vera cum Gloria pecuniam ad tabernam portabat. in taberna puellae pilam novam parabant. Nunc in via rursus erant. "Pilam ad me iactare<sup>2</sup> debes, Vera," Gloria nuntiabat. Vera pilam iactabat, sed Gloria capere (catch) non poterat<sup>3</sup>. Pila ad fenestram volabat (flew) et frangebatur. Femina irata e (out of) domicilio properabat. Tum puellas parvas cum pila videbat. "Puellae parvae pilam in via iactare non debent," nuntiabat femina irata. "Pilam a fenestris tenere poteritis, si (if) curam magnam habebitis."

Itaque Vera misera cum amica domum (home) properabat. Famam totam (the whole story) narrabat. Fama puellarum matronae grata (pleasing) non erat. "Nunc feminae pecuniam propter (on account of) fenestram fractam dare<sup>2</sup> debebo, et duae puellae parvae pilam habere non poterunt,<sup>3</sup>" erat responsum matronae. Itaque Vera et Gloria per multas horas



pila ludere non poterant.<sup>3</sup>

### Vocabulary

cum - prep. with abl., with	iacto, -are- throw
debeo,- ere - ought	possum, posse - can, be able

### Notes

1. "The Broken Window."
2. The second principal part of a verb, as given in the vocabularies from here on, is the present active infinitive. It is translated by using the word to before the simple verb meaning. Infinitives of the first conjugation end in -are, and in the second conjugation, in -ere. It is the second principal part of the verb which determines its conjugation. Examples of translation: iactare, to throw; habere, to have.
3. When potis combines with sum to form the verb possum, the following variation occurs in the stem. Before forms of sum beginning with a vowel, the stem is pot-; before other forms of sum, the stem is pos-. Hence potes, potest, poterat, poteritis, possum, possunt.

### Test

Instructions: Mark each correct letter as done on previous test of this type.

1. Vera threw a rock through a window. T. F.
2. Both girls ran when they saw the broken window. T. F.



- |  |       |
|--|-------|
| 3. Vera's mother gave her money to buy a ball. | T. F. |
| 4. Vera remembered her mother's warning.       | T. F. |
| 5. Gloria was Vera's sister.                   | T. F. |
| 6. Vera's mother decided not to punish her.    | T. F. |
| 7. Vera pilam iacere non poterat.              | T. F. |
| 8. Gloria pilam capere poterat.                | T. F. |

Score \_\_\_\_\_

### Second Story: Study Guide

#### I Examine the story: Puer Defessus.

- A. You will see new endings on many of the nouns and adjectives. These are endings of second-declension nouns or adjectives. They are fully explained in the notes. Cases have the same meaning in all declensions.
- B. What words in the story do the following words make you think of: habit, postpone, disciple, question, dormitory, relinquish, circumference, satisfactory?
- C. Look up the word, chronometer, in an English dictionary. It has two very interesting roots, chrono and meter, which you may see in many English words. When you have found these two words (roots) in the dictionary, notice also the other listed words nearby which have similar spellings. Use the word chronometer in conversation with one of your friends





to see whether he knows its meaning.

D. You should be able to guess the meaning of excitabat and silentio.

II Now translate the story. Refer constantly to the notes for information about the new ending.

Puer<sup>1</sup> Defessus<sup>1</sup>

Robertus<sup>1</sup> discipulus<sup>1</sup> bonus<sup>1</sup> erat, sed unum vitium<sup>2</sup> habebat. Per noctem (night) non satis<sup>3</sup> somni capiebat. Roberto<sup>4</sup> gratum (pleasing) erat cum reliquis pueris<sup>4</sup> manere et dicere. Propter (on account of) inopiam somni<sup>3</sup> erat semper defessus. Somnum autem in ludo<sup>4</sup> (school) capiebat. Hoc (this) magistris<sup>4</sup> non gratum erat.

Uno die magister<sup>1</sup> Robertum<sup>2</sup> spectabat. Puer somnum capiebat. Magister pueris quaestionem ponebat (gave a quiz). Pueri<sup>1</sup> per reliquam horam laborabant. Robertus autem dormiebat, neque quisquam (and no one) eum (him) excitabat. Ad finem horae magister reliquis discipulis nuntiabat: "Robertus defessus est. Somnum habere desiderat. Eum excitare certe non debetis. Ex aedificio autem cum silentio properare debetis. Et (both) pueri et magister cum silentio ex aedificio properant et puerum defessum in somno relinquunt (leave). Robertus autem, post (after) unam horam e somno excitatus (aroused), circum ludum spectabat. Neque discipulum neque magistrum videbat. Chronometrum spectabat. Hora cenae prope exacta (almost ended) erat.



### Vocabulary

autem - however	puer, - eri m. boy
defessus - a - um - weary	reliquus - a - um rest of,
(See note 5)	remaining
magister, tri m. - teacher	somnus, - i m. sleep

### Notes

All endings here are in the second declension. They apply to nouns and adjectives alike.

1. Nominative singular forms end in -us or -er when masculine, and in -um when neuter. Plural masculine forms end in -i; neuters in -a.
2. The accusative singular ends in -um; plural, in -os; neuter plural, in -a.
3. The genitive singular ends in -i; plural, in -orum.  
Satis somni means enough of sleep. Put this phrase into good English.
4. The dative and ablative singular end in -o; the dative and ablative plural, in -is.
5. From here on, the vocabularies will give the nominative singular forms of adjectives.

### Test

Instructions: Follow the usual procedure in completing this test.



1. The title of this story might have been: Sleeping at the Wrong Time. T. F.
2. Robert had stayed up late nights to study. T. F.
3. The teacher surprised the class with a test. T. F.
4. Robert fell asleep while he was taking a test. T. F.
5. The boy awoke just before the class was dismissed. T. F.
6. The boy slept through most of the dinner hour. T. F.
7. Pueri Robertum in ludo excitabant. T. F.
8. Magister puerum defessum excitare nolebat (did not wish). T. F.

Score \_\_\_\_\_

### Third Story: Study Guide

- I Look through the story: Paulus et Nauta.
- A. You will find no new endings in the story, but the new endings which you had in the last story are used frequently here.
  - B. Do you know the meaning of maritime, alien, populace, domicile, responsible? What words in the story appear to resemble this list of words?
  - C. What English word does each of the following Latin words suggest: uno, desidero, pater, maxime?
  - D. You can guess the meaning of Paulus, transportabat, studebis, studiis.





II Translate the story, referring to the vocabulary for special words and phrases.

### Paulus Et Nauta

Paulus erat puer parvus. Domus (home)<sup>1</sup> Pauli erat ad oram maritimam (the seashore). Puer aquam amabat. Amabat quoque naviculas. Saepe e ludo (school) ad oram properabat, quod ibi (there) videbat viros et naviculas e terris alienis. Saepe de populis (peoples) et terris alienis putabat (thought). In ludo diligenter laborabat, sed ludus Paulo non gratus erat. "Ubi (when) vir ero, ad multas terras navigabo. Multos populos videbo. Non domi (at home) manebo, quod non gratum est ibi manere," puer putabat.

Uno die Paulus erat ad oram. Navicula oneraria (a transport) aderat. Vir multum frumentum in naviculam portabat, quod frumentum ex America ad Britanniam transportabat. Paulus de viro rogabat, "Estne navicula tua?" "Mea est," respondebat vir Paulo. "Navicula bona est."

"Quid in naviculam portas?"

"Frumentum porto. Amasne aquam, mi fili? Habesne naviculam?"

"Non habeo, sed naviculam desidero." Tum Paulus de navicula putabat. Quid pater meus respondebit, si (if) naviculam rogabo? Fortasse mihi (to me) dabit. Tum ad villam properabat. Pater domi erat.

"Pater."



"Quid, mi fili?"

"Pater, naviculam desidero. Dabisne, pater?" Pater filium spectabat.

"Cur (why) naviculam desideras?"

"Quod aquam amo. Naviculae pueris semper gratae sunt."

"Fortasse, Paule<sup>2</sup>. Si diligenter studebis et 'A' in studiis tuis merebis, fortasse tuam naviculam tibi (to you) dabo." Hoc (this) Paulo erat maxime gratum. E villa properabat. "Nauta ero," clamabat, "nauta ero. In studiis meis 'A' merebo. Etiam (even) in lingua Latina 'A' merebo. Ludum amo."

### Vocabulary

de - prep. with abl., of, down from, concerning	mereo, - ere - earn, deserve
de viro rogabat - asked the man	mi fili - my son
e, ex - prep. with abl., out of, from	tuus - a - um - your (one possessor)
gratus - a - um - pleasing	vir, - i m. man, husband

### Notes

1. This is an irregular noun. The declension will be introduced later. It is feminine.
2. This is a vocative case in the singular. This case is used like the English nominative of direct address. It



is more fully explained in the notes of the following story.

### Test

Instructions: Follow the usual procedure in completing this test.

1. Paul decided he would go to sea when he grew up. T. F.
2. He watched a sailor unloading a cargo. T. F.
3. The boat travelled between Europe and America. T. F.
4. Paul's father said Paul could not have a boat  
of his own. T. F.
5. Paul liked Latin better than his other subjects. T. F.
6. His father hinted that his chance of having a  
boat depended on his grades at school. T. F.
7. Paulus naviculam habebat. T. F.
8. Puer naviculam desiderabat, quod domus non  
grata erat. T. F.

Score \_\_\_\_\_

### Fourth Story: Study Guide

I Examine the story: Ludus.

- A. How many forms do you find ending in -orum? These are similar in spelling to what ending in the first declension? Now look at note 3 under the story: Puer Defessus. What is the declension, case, and





meaning?

- B. You will notice a noun ending -e which was used once in the preceding story. This case is fully explained in the notes of this story.
- C. You will also notice nouns ending in -a which are not first declension. If you are careful, you will soon get acquainted with this form. It is explained in the notes.
- D. When is a building an edifice? Notice that the syllable ae- in aedificium becomes e- in edifice. Compare praemium with premium. This change from the Latin ae- to the English e- is normal for most derivatives containing this syllable.

II Now translate the story. It is a continuation of the last story.

### Ludus

Lux (light, dawn) erat. Prima hora Paulus e lecto (bed) erat. De ludo existimabat. "Si (if) in studiis meis 'A' merebo, pater mihi naviculam fortasse dabit. 'A' in Anglica, et arithmetica et historia nunc mereo. In Latina 'B' nunc mereo, sed in Latina quoque 'A' tandem merebo, si diligenter studebo."

Mox ad ludum properabat. In area lata ante (before) magnum aedificium, multos socios videbat. Pila ludebant.

"Matura (hurry up), Paule<sup>1</sup>! Propera, Paule!" erant



clamores puerorum<sup>2</sup>. Nobiscum es (you are on our side; lit., with us). Non est vobiscum (with you), nobiscum est."

Paulus autem recusat (refuses), quod de libris existimat. Pueris respondet, "Ego diligenter studebo, quod 'A' in Latina merebo." Tum aedificium intrat, ubi magistrum videt.

"Cur (why) properas, Paule<sup>1</sup>?" rogabat magister. "Reliqui socii tui in area ante aedificium sunt. Te (you, acc.) expectant. Cum pueris ludere debes. Quid socii tui existimabunt?"

Puer autem librum monstrat et magistro nuntiat, "Latinam meam studebo." Itaque Paulus libro diligenter laborat. Responsa Pauli in Latina sunt bona. Magister puerum laudat.

"Optime (excellent), Paule, optime!" verba magistri puero erant. "Tua memoria verborum<sup>2</sup> Latinorum optima est." Verba magistri Paulo grata erant.

### Vocabulary

aedificium, - i n. large building	liber, - bri m. book
diligenter - hard, carefully, diligently	socius, soci m. companion ally, comrade
existimo, - are - think con- sider	verbum, i n. word



### Test

Instructions: Follow the usual procedure in completing the test.

1. Paul arrived late at school. T. F.
2. He played ball with the boys before school began. T. F.
3. Each team wanted him to play on its side. T. F.
4. The teacher complimented Paul on his recitation. T. F.
5. Paul used his time to study instead of playing ball. T. F.
6. The boy was getting a top grade in Latin. T. F.
7. Verba magistri erant, "Studete diligenter, pueri." T. F.
8. Verba puerorum erant, "Paulus non in aream properabit, sed studebit." T. F.

Score \_\_\_\_\_

### Fifth Story: Study Guide

I Study the words in the story: Finis Ludi.

- A. Have you seen the word, finis, in books that were printed in English? If so, in what part of the book? Guess its meaning. You can also guess the meaning of matres, patres, parentes, orationem, maximum.
- B. Consider the verb augeo (increase). Have you ever





been to a public auction? What usually happens to the price of an article which is being sold at auction? What does this sentence mean: "His difficulties were augmented."?

C. Did you ever hear of the Vigilantes? You might guess the meaning from the Latin word, vigilia.

II Translate the story, guessing at words you don't already know. If your guess does not make sense, look up the meaning.

### Finis Ludi

Ultimus dies (last day) ludi mox aderat. Pueri atque puellae cum amicis aderant. Multi patres atque matres aderant, quod magister orationem mox habebat (delivering) atque praemia pueris et puellis donabat. Praemia studium discipulorum<sup>1</sup> augebant. Maximum erat studium Pauli, quod diligenter semper laborabat atque scientiam (knowledge) disciplina<sup>1</sup> (training) augebat. Latina Paulo nunc grata erat, quod puer diligenter studebat atque 'A' per vigiliam merebat. Pueris aliis (other) in Latina auxilium (help) dabat. Amicos multos in ludo habebat, nam (for) puer bonus erat. Magister Paulum amabat, quod Paulus studium maximum libris semper monstrabat. Studium vigiliam puerorum et puellarum semper auget.

Mox in subsellia (benches) sedebant singuli et (both) discipuli et parentes et amici. Silentium erat. Omnes



(all) verba magistri expectabant. Tum magister orationem habebat.

### Vocabulary

amicus, -i m. - friend	semper - always
atque - and	studium, -i n. interest,
augeo, -ere - increase,	eagerness, study
make larger	vigilia, -ae f. alertness,
mox - soon	a sentinel

### Notes

1. Discipulus and disciplina are related words. They mean respectively pupil, and education or training. In what sense were the disciples of Christ pupils? Do not use the word, disciple, in the translation.

### Test

Instructions: Follow the usual procedure in completing this test.

1. This is a story about the first day of school. T. F.
2. The parents were attending school that day. T. F.
3. Paul had few friends, because he spent all his time studying. T. F.
4. One of the parents had donated a sum of money for a new room. T. F.
5. The master was expected to make a speech. T. F.
6. Praemia erant causa studi puerorum et puellarum. T. F.

... ..

... ..

... ..

... ..

7. Disciplina means discipline. T. F.
8. Pueri Paulum amabant. T. F.

Score \_\_\_\_\_

### Sixth Story: Study Guide

#### I Examine the story: Oratio (Speech).

- A. The word patria is related to the word pater.  
Patria stands for terra patria, land of one's father.
- B. What should the following Latin words mean:  
publicus, applausum, spectatorum, audientium,  
gratulationes? Although some of these words belong  
to a declension you have not studied, you should  
have no trouble with their meanings.
- C. From what Latin word in the story does each of the  
following come: optimist, ultimatum, dexterity,  
insignia? What are their meanings?

#### II Translate the story. Guess freely at the meaning of any new word.

#### Oratio

"Discipuli et parentes, amici omnes (all), hodie (today)  
est finis ludi. Itaque vos (you), pueri et puellae, cum  
amicis tuis e ludo mox eritis. Sed bonum est (it is good)  
puero aut puellae studere. Bonum est diligenter laborare.





Magnum est disciplinam habere. Patria vestra hoc (this) meret. Hoc merent quoque familiae vestrae. Itaque disciplina in ludis publicis patriae nostrae bona est. In ludis patriae nostrae vos, pueri et puellae, scientiam augetis et augebitis. Per diligentiam vestram, per vigiliam, per studium paratis scientiam. Patria vestra vos amat. Patria vestra ludos publicos parat. Vos quoque patriam vestram amare debetis. Ludus pueris et puellis hoc docet. Magister vester hoc docet et semper docebit. Itaque hodie praemia multa dono. Pueris et puellis propter (on account of) diligentiam, vigiliam, studium praemia dono."

Tum inter applausum spectatorum, discipulis singulis praemia donabat. Praemium maximum erat ultimum. Magnum nunc erat studium inter discipulos. Quis esset (would be) puer aut (or) puella? Tum magister praemium monstrabat. Praemium erat insigne (medal) pulchrum. "Mihi gratissimum est (it gives me the greatest pleasure) hoc praemium ultimum donare. Est inter discipulos nostros puer qui sit (who is) discipulus optimus (excellent). Per totum annum (year) laborabat diligenter et scientiam augebat. Nunc praemium - hoc insigne pulchrum - Paulo dono. Paule, huc veni (come here)." Magister puero praemium donat. Dextram<sup>1</sup> Pauli tenet et puero dicit (says), "Bone puer, Paule".

Paulus magistro respondebat, "Tibi gratias ago." Tum inter clamores et gratulationes amicorum ad subsellium properat.



### Vocabulary

doceo, -ere - teach	noster -tra -trum - our
inter - prep. with acc., -	patria, -ae f. country
between among	praemium, -i n. reward
itaque - and so	scientia, -ae f. knowledge

### Note

1. Dextra stand for manus dextra, right hand.

### Test

Instructions: Follow the regular procedure.

- |   |       |
|---|-------|
| 1. Paul's friend got first prize.                                       | T. F. |
| 2. The teacher made a speech.   | T. F. |
| 3. The teacher said that the boys were taught to love their country.    | T. F. |
| 4. The audience sat quietly through the entire procedure.               | T. F. |
| 5. The speaker mentioned three qualities which a student ought to have. | T. F. |
| 6. He shook hands with Paul.  | T. F. |
| 7. Magister puero insigne pulchrum donabat.                             | T. F. |
| 8. Magister duas dextras habebat.                                       | T. F. |

Score \_\_\_\_\_



### Seventh Story: Study Guide

I Look through the story: Promissum.

A. Can you guess the title?

B. What Latin words in the story do you associate with the following: circumnavigate, adjunct, meritorious, somnambulist, approximate, temporal? Discuss these words with someone or check the meanings in the dictionary.

II Now translate the story. If the forms ending in -are or -ere give you trouble, look up the notes in the first story: Fenestra Fracta.

#### Promissum

Nox (night) iam aderat. Familia Pauli domi erat.

Paulus quoque aderat. Omnes (all) circum focum (fireplace) sedebant. Omnes de Paulo putabant et laeti (happy) propter praemium pueri erant. Pater filium spectabat.

"Tenesne memoria (do you remember) verba mea de navigio, Paule?"

"Certe," puer celeriter respondebat.

"Navigium propter diligentiam et studium habere meres," pater filio nuntiabat. "Mihi gratissimum est tibi hoc nuntiare. Navigium tibi dono. Iam est ad oram. Tu hoc videbis. Nunc quid de hoc putas?"

"Hoc puto, pater," celeriter respondebat puer, "tu





optimus es. Tibi gratias maximas ago. Proximo anno (next year) praemium in ludo iterum merere debeo."

"Optime, mi fili, optime." Iam est tempus (time) somni. Tu Paule, ad lectum properare debes. Prima luce tu e somno propter navigium excitari debes. Somnia (dreams) tibi gratissima!"

Paulus familiae celeriter "Vale" dicit (says "good night") et laetus ad lectum ambulat.

"Prima luce ad oram maritimam properare et navigium novum videre debeo," puer existimat.

### Vocabulary

celeriter - quickly	propter - prep. with acc.,
iam - already	on account of
navigium, -i n. boat	puto, -are - think
tu - you (nom. sing.)	

### Test

Instructions: Follow the usual procedure in doing the following test.

1. Paul went to bed because he was not feeling well. T. F.
2. He expected to get up early the following morning. T. F.
3. The family sat around the fireplace during the evening. T. F.
4. Paul received a boat as a birthday present from his father. T. F.



5. The boat was already down at the shore. T. F.
6. Paul decided to get a job for the following year, instead of going to school. T. F.
7. Familia Pauli gratiam propter studium pueri habebat. T. F.
8. Puer e lecto (bed) prima luce properare desiderabat. T. F.

Score \_\_\_\_\_

### Eighth Story: Study Guide

#### I Examine the story: Per Lunam.

- A. Do you know how the word, lunatic, came into our language? See whether you can discover the connection between luna and lunatic.
- B. What part of an army would the Romans have been likely to call the auxilia?
- C. Of what English words are you reminded by the following: Civilis, pace, indicium, conveniebant, papyrus?
- D. Read the notes carefully for the explanation of a very common ablative usage.

#### II Translate the story into idiomatic English. This is thought to be an actual incident in Lincoln's life.

#### Per Lunam

Abraham Lincoln<sup>1</sup> erat vir magnus in bello, magnus



quoque in pace. Bellum certe non amabat. Inter proelia (battles) Belli Civilis, vitam<sup>2</sup> multorum virorum servabat. In pace multis viris et feminis auxilium dabat.

Olim (on one occasion) vir malus amicum viri magni caedis (of murder) accusabat. Amicus ad Lincoln<sup>1</sup> properabat et auxilium rogabat.

"In vincula me iactabunt, nisi (unless) tu mihi auxilium tuum dabis et me servabis. In vincula me iactare non debent, quod innocens sum."

"Non est causa curarum," Lincoln amico respondebat.  
"Te (you) in vincula non iactabunt."

Dies iudici (the day of the trial) aderat. Multi viri et feminae undique (from all sides) ad iudicium conveniebant. Lincoln quoque aderat.

Vir malus testimonium dabat.

"Reus (the defendant) est vera causa caedis. Caedem oculis<sup>3</sup> meis videbam. Per noctem spectabam et totum videbam."

"Quo modo (how) hoc per noctem videbas?" Lincoln interrogabat.

"Luna plena (full) erat," respondebat vir malus.  
"Per lunam claram totum oculis meis videbam."

"Tum Abraham Lincoln e veste papyrum parabat. Papyrum inspectabat et digito<sup>3</sup> (with his finger) monstrabat. Papyrus erat ratio lunae (an almanac).





"Tu nihil (nothing) per lunam oculis tuis videbas,"  
erant verba viri magni. "Illa nocte (that night) luna non  
aderat."

Itaque vir innocens auxilio amici liber erat.

### Vocabulary

auxilium, -i n. aid	malus -a -um bad, wicked
bellum, -i n. war	oculus, -i m. eye
luna, -ae f. moon	vinculum, -i n. chain, prison

### Notes

1. Some nouns, pronouns, and adjectives are indeclinable in Latin. This means that all their cases are formed in the same spelling. Determine the case of such nouns by their sense in the sentence and by their position.
2. Note that the singular is used. The plural vitae, -arum means biographies. Translate vita, lives whenever you think this is the sense of the sentence.
3. "With my own eyes". The ablative case is used without a preposition to show the means or instrument with which something is done.

### Test

Instructions: Follow the usual procedure.

1. This story illustrates Lincoln's willingness to help his friends.

T. F.



2. A man had been charged with theft. T. F.
3. The witness saw the crime in the clear moonlight. T. F.
4. The defendant had been with Lincoln at the time  
the crime was committed. T. F.
5. Lincoln proved that the moon was not shining  
at the time of the crime. T. F.
6. Lincoln was worried about the case. T. F.
7. Pauci (few) viri ad iudicium aderant. T. F.
8. Lincoln virum malum caedis accusabat. T. F.

Score \_\_\_\_\_

#### Ninth Story: Study Guide

- I In the stories which follow, there are no new forms except those which are translated for you in the text. These stories will give you an opportunity to practice rapid translation, and will make you more familiar with the forms and vocabulary you have already learned.
- II There are some new words with which you are expected to become familiar. These are listed at the midpoint and end of the stories.
- III In translating these stories, guess at any word which looks like some English word. Your guess will probably be right, if you will adjust the meaning to fit the part of speech used in Latin.



## Indiani

Primi (first) viri in America erant Indiani. Indiani erant barbari neque albi (white), sed aeni (swarthy). Tum Columbus et postea (later) Britanni ad oras Americae migrabant. Britanni erant coloni et ad oram maritimam habitabant. Laborabant in agris ubi copiam magnam frumenti parabant. Indiani autem in silvis habitabant, neque ibi semper manebant. Saepe e silvis properabant atque colonos terrebant. Multi barbari colonos non amabant, quod coloni albi erant atque migrabant ad terram ubi barbari habitabant atque terram occupabant. Indianos coloni non amabant, quod e silvis currebant et aedificia flammis vastabant. Bellum colonis semper parabant. Coloni vigilias ad silvas semper habebant.

Inter colonos erat puer, Carolus Albus. Familia Caroli ad Americam migrabant, quod ibi viri liberi erant. Tota familia cotidie laborabat. Caroli pater equum et carrum habebat. Equo et carro puer parvus magnam copiam frumenti ex agris portabat in castra ubi familia habitabat.

## Bellum

Uno die Carolus in agro laborabat. Frumentum multum in carrum ponebat. Subito videbat vigiliam. Vigilia vocabat et silvam monstrabat. Hoc erat signum periculi. Indiani in via belli erant. Celeriter Carolus equum incitat.





Ex agro ad castra properat. Periculum familiae nuntiat. Pater socios evocat. Socii in castra (adapt the meaning) feminas et puellas celeriter movent.

Nunc barbaros malos clare vident. Singuli e silvis ad castra se (themselves) movent Indiani atque horribili modo clamant. Iam circum castra in equis currunt. In castris autem carolus viris arma parat. Socii armis celeriter laborant et tenent barbaros longe a (far from) portis castrorum. Animus (courage) virorum bonus est. De periculo non putant.

Subito puer per fenestram castrorum spectat. Quid videt? Indiani ex agris ad silvas iam properant, sed equum Caroli habent. "Equum nostrum habent barbari!" puer miser sociis clamat et silvas monstrat. Verum est. Familia Caroli carrum neque equum nunc habet.

### In Silvis

Uno die neque multo postea, Carolus de equo putabat. "Indiani equum nostrum in silvis densis tenent. Periculum non magnum erit. Fortasse equum in castris rursus habebo." Puer autem familiae nihil de hoc nuntiabat. Per agros in silvas tenebat viam. Post longum tempus rivum videbat. "Ad aquas rivi habitant Indiani," existimabat puer. "Per rivum viam tenebo et casas barbarorum et ibi equum fortasse videbo. Tempus non longum erit. Celeriter equum meum e castris virorum aenorum in agros nostros removebo. Viri



mali me non terrent. Animus meus bonus est."

Celeriter iam viam per rivum tenebat, quod nox aderat. Subito per silvas equos clare videbat. Equi autem ad casas erant. Barbari equos vinculis (adapt the meaning) tenebant. Puer equos et casas neque viros videbat. "Indiani absunt," Carolus existimat; "nunc mihi est tempus. Nunc ferro (knife) acuto equum meum e vinculis liberabo."

### Vocabulary

ager, agri m. field	frumentum -i n. grain
arma, -orum n. plur., weapons	ibi - there
carrus - i m. cart	periculum -i n. danger
castra -orum n. plur., camp	silva, -ae f. forest
equus -i m. horse	subito - suddenly

### Test I

Instructions: Follow the usual procedure. The test covers the chapters Indiani and Bellum.

1. The settlers raised grain. T. F.
2. Charles White was a prosperous farmer. T. F.
3. The boy had work to do every day. T. F.
4. Charles carried the grain on his back from the fields to the camp. T. F.
5. A hunter reported that the Indians were on a raiding party. T. F.
6. Charles drove his horse home. T. F.



- |   |       |
|---|-------|
| 7. The Indians got away with the horse. | T. F. |
| 8. Viri in castris pugnabant.           | T. F. |
| 9. Carolus viris auxilium dabat.        | T. F. |
| 10. Barbari equos non habebant.         | T. F. |

Score \_\_\_\_\_

### Test II

Instructions: mark the correct letters in the usual manner. The test covers the chapter: In Silvis.

- |   |       |
|---|-------|
| 1. Charles told his family that he was going on a trip. | T. F. |
| 2. He expected to encounter Indians along the river.    | T. F. |
| 3. He saw some horses wandering in the forest.          | T. F. |
| 4. The boy was afraid of the woods.                     | T. F. |
| 5. He went to the woods to find a horse.                | T. F. |
| 6. The time of day was early morning.                   | T. F. |
| 7. Carolus equum in castra reportare desiderabat.       | T. F. |
| 8. Indiani e casis aberant.                             | T. F. |

Score \_\_\_\_\_

### Tenth Story

#### Fortuna Mala

Tum puer per locum apertum (the clearing) currit et





vinculum ferro vastat. In equo viam per silvas tenet. Magnus est clamor inter casas barbarorum. Feminae puerum vident et signum viris dant. Viri aeni viam post Carolum tenent. Nunc vero puer territus est. Equus Caroli celeriter per silvas currit, sed puer non bene (well) equum tenet, quod animal nudum est. Subito consilium habet. "De equo me iactabo. Animal fortasse ad castra properabit. Ego ipse (I myself) in secreto manebo. Per noctem viam tenebo ad familiam." Hoc consilium Carolo gratum est. De equo se (himself) iactat et in silvis densis se tenet. Mox Indiani adsunt. Magnus numerus Indianorum post equum currit. Sed quid est? Unus e barbaris terram spectat. In terra signum (mark) videt ubi Carolus de equo se iactabat. Reliquis viris lingua nova clamat et terram digito (finger) monstrat. Reliqui viri statim (at once) silvas inspectant. Mox formam pueri territi vident. Carolus summa vi (with all his might) currit nec evadit. Captivus est.

#### Inter Barbaros

Carolus maxime territus erat. "Captivus barbarorum sum" putabat, "praeda (prey) virorum malorum. Auxilium abest. Socii et amici mei longe absunt. Fortasse poenam magnam dabo (I shall pay a severe penalty), quod equum liberabam." Tum de equo rursus putabat. "Fortasse equus erit nuntius (messenger). Me fortasse coloni mox servabunt."

Vigiliae aenorum (virorum aenorum) interim (meanwhile)



puerum tenent. Aeni lingua nova dicunt. "Barbari sunt animalia," putabat puer miser. "Magna est gloria barbarorum. Magnus numerus Indianorum unum puerum parvum captivum tenet. Vir autem ero. Timorem meum barbaris non monstrabo."

Aeni captivum in casam movent et in vincula iactant. Puer interim de consilio barbarorum putat.

Postero die Indiani e casis in silvas properant. Feminae interim circum casam laborant. Pueri et puellae ludunt neque laborant, quod parvi sunt. Circum Carolum miserum currunt et digito monstrant. Multas horas puer in casa misera manebat. Indiani puero cenam parvam ad noctem dant.

Nunc rursus nox aderat. Somnus totam familiam Indianorum in casis tenebat. Puerum quoque somnus habebat, quod maxime defessus erat. Subito vir Carolum incitat. Quis est? Carolus formam viri videre non potest, quod nox est. Vir puerum vinculis celeriter liberat. Tum vir e casa cum puero properat. Clamor non est. Somnus barbaros tenet. Nunc vir et puer per silvas evadunt. Longe a casis mox absunt.

Tandem vir Carolo nuntiat, "Amicus patris (genitive) tui sum. Equum in silvis habeo. Animal nos ad familiam tuam portabit."

Magna est gratia pueri propter auxilium amici. Mox in



equo ad castra properant puer et vir, ubi tota familia pueri et magnus numerus amicorum expectant. Ubi non longe a castris sociorum absunt, mater et pater Caroli ex aedificio currunt. Mater filium tenet. "O mi fili, mi fili!" Tota familia magnam gratiam habet, quod Carolus rursus e periculo et inter amicos est.

### Vocabulary

consilium, -i n. plan, advice      de - prep. with abl., down  
 numerus -i m. number                      from, about

### Test I

This test is based on the chapter: Fortuna Mala.

Instructions: Follow the usual procedure.

1. The Indians caught the boy while he was releasing the horse. T. F.
2. The squaws called their men to the pursuit. T. F.
3. Charles found it hard to stay on his horse. T. F.
4. The Red Skins discovered the place where the boy jumped from his horse. T. F.
5. He was hiding in the bushes when they caught him. T. F.
6. He lost all hope after they took him to the wigwam. T. F.
7. Puer de auxilio putabat. T. F.
8. Aeni puerum in vinculis tenebant. T. F.

Score





### Test II

This test is based on the chapter: Inter Barbaros.

Instructions: Finish the test in the usual manner.

1. This is a story about an Indian boy. T. F.
2. The title might be: A White Prisoner Among  
the Indians. T. F.
3. One of the squaws helped Charles escape. T. F.
4. The settlers raided the Indian settlement and  
rescued the boy. T. F.
5. Charles came home with one of his father's  
friends. T. F.
6. The Indians sat in the wigwam all day and  
guarded the captive. T. F.
7. They gave the prisoner no food. T. F.
8. We are told that the boy's horse came back  
home alone. T. F.
9. Multos dies (days) puer inter barbaros  
manebat. T. F.
10. Puer in agris Indianorum laborabat. T. F.

### Optional Related Activities

1. Look through a copy of "The Saturday Evening Post."  
Make a list of trade names that suggest Latin words.  
Choose ten of the more common names. Find out what  
idea the Latin element is supposed to represent. The



class would like to discuss your discoveries, without doubt.

2. If you are interested in music, look through an instruction book of music. Make a list of words which you think are Latin. Look up the meanings of these words.
3. Find a description of the Vigilantes in the school encyclopedia. Try to remember the more interesting details to tell the class.
4. Look up in a Latin II text, or in any encyclopedia, the description of a Roman camp. Can you see why the Romans always thought of a camp as something plural? Be prepared to compare a Roman camp with a blockhouse and palisade of the early American settlers.
5. Do you consider the Romans good engineers? If you care to look up the construction of a Roman road, you will have a chance to compare some of their engineering work with our own. Why were roads built in the Roman world? Is there any such reason for a country to build roads today?
6. You might like to look through a Roman-History text for evidences of Roman engineering ability. If so, make a list of the structures that you find. It would be fine for the class, if you would take a few notes and make a report.
7. Look up a description of Caesar's method of storming a



town. Would this method have been effective against the wooden defense works of the early American settlers? Can you show why. This is a topic that would surely interest the class.

8. What do you know about papyrus? Where does it come from? Is it from an animal or a vegetable? Is it used at the present time?
9. Do you know any stories about Abraham Lincoln? Would you care to prepare one or more of these anecdotes for presentation to the class?
10. You may look up any topic you wish which was suggested in the past ten stories. If you find something good, the class will undoubtedly be interested in hearing about it.

### Summary: Vocabulary

#### Nouns

- |               |               |              |
|---------------|---------------|--------------|
| 1. aedificium | 11. frumentum | 21. puer     |
| 2. ager       | 12. liber     | 22. scientia |
| 3. amicus     | 13. luna      | 23. silva    |
| 4. auxilium   | 14. magister  | 24. socius   |
| 5. bellum     | 15. navigium  | 25. somnus   |
| 6. carrus     | 16. numerus   | 26. studium  |
| 7. castra     | 17. oculus    | 27. verbum   |
| 8. consilium  | 18. patria    | 28. vigilia  |
| 9. equus      | 19. periculum | 29. vinculum |
| 10. filius    | 20. praemium  | 30. vir      |

#### Adjectives

- |              |            |              |
|--------------|------------|--------------|
| 31. defessus | 33. malus  | 35. reliquus |
| 32. gratus   | 34. noster | 36. tua      |





Verbs

37. augeo	40. existimo	44. possum
38. debeo	41. iacto	45. puto
39. doceo	42. maneo	46. terreo
	43. mereo	

Prepositions

47. cum	48. de	51. propter
	49. ex	
	50. inter	

Pronoun

52. tu
--------

Adverbs and Conjunctions

53. atque	56. diligenter	60. mox
54. autem	57. iam	61. semper
55. celeriter	58. ibi	62. subito
	59. itaque	

## Meanings

Nouns

1. building	11. grain	21. boy
2. field	12. book	22. knowledge
3. friend	13. moon	23. forest
4. aid	14. teacher	24. companion
5. war	15. boat	25. sleep
6. cart	16. number	26. interest
7. camp	17. eye	27. word
8. plan	18. native land	28. sentinel
9. horse	19. danger	29. chain
10. son	20. reward	30. man

## Adjectives

31. weary	33. bad	35. remaining
32. pleasing	34. our	36. your



### Verbs

37. increase	40. think	44. be able
38. ought	41. throw	45. think
39. teach, show	42. stay	46. frighten
	43. deserve	

### Prepositions

47. with	48. about	51. on account of
	49. out of	
	50. among	

### Pronoun

52. you

### Adverbs and Conjunctions

53. and	56. carefully	60. soon
54. however	57. already	61. always
55. quickly	58. there	62. suddenly
	59. and so	

### Summary: Syntax

1. The ablative with the preposition, cum, may be used to denote the person or thing with which someone is associated.
2. The ablative with the prepositions, de or ex, may be used to denote place from which something is moving.
3. The accusative with the preposition, in, may be used to denote the place into which something is moving.
4. The prepositions, inter and propter, govern the accusative.
5. The verbs debeo, desidero, and possum may be used with



an infinitive which completes their meaning. This construction is always used with possum, except in an idiom to be learned later.

6. An infinitive form is commonly used as the subject of impersonal verb phrases.

### Second-Declension Nouns

#### Singular

Nominative	amicus	socius	puer	ager
Genitive	amici	soci	pueri	agri
Dative	amico	socio	puero	agro
Accusative	amicum	socium	puerum	agrum
Ablative	amico	socio	puero	agro
Vocative	amice	soci	(See Note)	(See Note)

#### Plural

Nominative	amici	socii	pueri	agri
Genitive	amicorum	sociorum	puerorum	agrorum
Dative	amicis	sociis	pueris	agris
Accusative	amicos	socios	pueros	agros
Ablative	amicis	sociis	pueris	agris

Note: Unless given, the vocative is like the nominative. The vocatives above are the only types which differ from the nominative.

#### Singular

Nominative	vir	bellum	proelium
Genitive	viri	belli	proeli
Dative	viro	bello	proelio
Accusative	virum	bellum	proelium
Ablative	viro	bello	proelio





## Plural

Nominative	viri	bella	proelia
Genitive	virorum	bellorum	proeliorum
Dative	viris	bellis	proeliis
Accusative	viros	bella	proelia
Ablative	viris	bellis	proeliis

Note: arma and castra are declined like the plural of bellum. They have no singular.

First-Second-Declension Adjectives

## Singular

	m.	f.	n.
Nominative	magnus	magna	magnun
Genitive	magni	magnae	magni
Dative	magno	magnae	magno
Accusative	magnum	magnam	magnum
Ablative	magno	magna	magno
Nominative	noster	nostra	nostrum
Genitive	nostri	nostrae	nostri
Dative	nostro	nostrae	nostro
Accusative	nostrum	nostram	nostrum
Ablative	nostro	nostra	nostro

## Plural

Nominative	magni	magnae	magna
Genitive	magnorum	magnarum	magnorum
Dative	magnis	magnis	magnis
Accusative	agnos	magnas	magna
Ablative	magnis	magnis	magnis
Nominative	nostri	nostrae	nostra
Genitive	nostrorum	nostrarum	nostrorum
Dative	nostris	nostris	nostris
Accusative	nostros	nostras	nostra
Ablative	nostris	nostris	nostris

Note: Adjectives whose nominative ends in -ius, have the ending -ii in the genitive singular. In this respect they differ from nouns ending in -ius.  
The adjective liber retains the -er in all cases.  
Otherwise it is declined like noster.



Infinitives

First conjugation: portare, to carry

Second conjugation: videre, to see

Test I: Forms and Syntax

Instructions: In each of the following groups, write in the blank space the number of the word or phrase chosen from the accompanying group which correctly translates the Latin word.

- |     |            |   |
|-----|------------|---|
| I   | auxilio    | 1. with help<br>2. auxiliary<br>3. I help<br>4. of help<br>5. a helper                          |
| II  | verbis     | 1. verb<br>2. with words<br>3. verbal<br>4. with a word<br>5. words                             |
| III | vocare     | 1. a vocation<br>2. to call<br>3. call<br>4. vocal<br>5. voice                                  |
| IV  | terrebatis | 1. we terrified<br>2. you used to frighten<br>3. terrifying<br>4. terror<br>5. you were tearing |



V    augere

1.    increase
2.    he increases
3.    to increase
4.    you will increase
5.    we argue

VI   merebit

1.    merit
2.    he deserves
3.    he deserved
4.    she will earn
5.    her merits

VII   socii

1.    of a comrade
2.    with allies
3.    comrades
4.    social
5.    society

VIII   vigilia

1.    by watchfulness
2.    of a sentinel
3.    vigilantes
4.    sentinels
5.    vigilant

IX   debent

1.    they ought
2.    debt
3.    he ought
4.    debtor
5.    they doubt

X   consilia

1.    council
2.    plan
3.    with a plan
4.    plans
5.    consult

Score \_\_\_\_\_

### Test II: Forms and Syntax

Instructions: In each of the following groups, (a)





represents an English sentence and (b) represents its equivalent in Latin. Complete each Latin sentence by writing in the blank space the number of the correct word or phrase chosen from the group opposite it.

- |      |                                     |              |
|------|-------------------------------------|--------------|
| I    | a) He will carry grain by horse.    | 1. equis     |
|      | b) Frumentum _____ portabit.        | 2. eque      |
|      |                                     | 3. equo      |
| II   | a) Move on, horse.                  | 4. equos     |
|      | b) Move, _____.                     | 5. equi      |
| III  | a) Where is the camp?               | 1. castra    |
|      | b) Ubi sunt _____?                  | 2. castram   |
|      |                                     | 3. castrorum |
| IV   | a) They were in camp.               | 4. castrae   |
|      | b) In _____ erant.                  | 5. castris   |
| V    | a) Have you a cart?                 | 1. carros    |
|      | b) Habesne _____?                   | 2. carri     |
|      |                                     | 3. carrorum  |
| VI   | a) We have carts.                   | 4. carris    |
|      | b) _____ habemus.                   | 5. carrum    |
| VII  | a) He used to work in the fields.   | 1. ager      |
|      | b) In _____ laborabat.              | 2. agris     |
|      |                                     | 3. agri      |
| VIII | a) We were hurrying from the field. | 4. agro      |
|      | b) Ex _____ properabamus.           | 5. agrorum   |
| IX   | a) A large number of men were here. | 1. viri      |
|      | b) Magnus numerus _____ aderant.    | 2. viris     |
|      |                                     | 3. virorum   |
|      | a) The man's plan is good.          | 4. virum     |
|      | b) Consilium _____ bonum est.       | 5. viros     |

Score \_\_\_\_\_

### Test III: Forms and Syntax

Instructions: In each of the following groups, (a) represents an English sentence and (b) represents its equivalent in Latin. Complete each Latin sentence by writing in



the blank space the number of the correct word or phrase chosen from the group opposite it.

- |      |                                  |                |
|------|----------------------------------|----------------|
| I    | a) You ought to hurry, Paul.     | 1. propero     |
|      | b) _____ debes, Paule            | 2. properat    |
|      |                                  | 3. properare   |
| II   | a) Paul cannot hurry.            | 4. properate   |
|      | b) Paulus _____ non potest.      | 5. propera     |
| III  | a) What is it, my son?           | 1. filius meus |
|      | b) Quid est, _____?              | 2. filia mea   |
|      |                                  | 3. mi fili     |
| IV   | a) Where is my son?              | 4. mi filii    |
|      | b) Ubi est _____?                | 5. puerum meum |
| V    | a) Stay out of the street, boys. | 1. filii       |
|      | b) E via manete, _____.          | 2. pueros      |
|      |                                  | 3. fili        |
| VI   | a) Boy, hold this.               | 4. puer        |
|      | b) _____, tene hoc.              | 5. pueri       |
| VII  | a) He is studying with a friend. | 1. student     |
|      | b) Cum amico _____.              | 2. studet      |
|      |                                  | 3. studere     |
| VIII | a) Boys ought to study.          | 4. stude       |
|      | b) Pueri _____ debent.           | 5. studete     |
| IX   | a) Where will you stay?          | 1. manebant    |
|      | b) Ubi _____?                    | 2. manebit     |
|      |                                  | 3. manetis     |
| X    | a) We stayed home.               | 4. manebitis   |
|      | b) Domi _____.                   | 5. manebamus   |

Score \_\_\_\_\_



## Appendix A

Table 1. Frequency of Occurrence of Words of Essential Vocabulary in the 13 Stories of the First Unit Assignment before the Revision for Gradation.

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
accuso	0	0	1*	0	0	0	0	0	0	0	0	0	0	1
ad	0	0	2	6	0	1	2	1	0	3	0	3	2	20
adsum	0	0	0	0	0	0	0	0	0	1	0	0	2	3
agricola	0	3	1	1	0	0	1	1	0	0	0	8	4	19
amo	2	0	1	2	1	0	1	2	2	4	0	0	0	15
aqua	0	2	1	0	1	0	2	1	0	0	0	1	0	8
bona	0	0	1	1	0	2	0	0	0	2	1	0	0	7
bene	0	1	0	0	0	0	0	0	0	1	0	1	1	4
causa	0	1	0	0	0	0	0	0	0	0	0	0	1	2
celeriter	0	0	0	0	0	0	0	0	0	1	0	0	0	1
certe	0	0	0	0	0	0	0	0	0	1	0	0	1	2
circum	0	0	0	0	0	0	0	0	1	3	0	1	1	6
clamo	0	0	0	0	0	0	0	0	0	0	0	2	1	3
conseruo	0	0	0	0	1	0	0	0	0	0	0	0	0	1
copia	0	0	0	0	0	0	0	0	1	1	0	0	0	2
cotidie	0	0	0	0	0	0	0	0	0	3	0	0	0	3
cura	0	0	0	1	0	0	0	1	0	0	0	0	7	9

\*The red figure indicates the story in which the word first appeared as an essential word.





Table 1. (continued)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
diligenter	0	0	0	0	0	0	0	0	1*	0	0	0	0	1
do	0	0	0	0	0	0	0	0	0	0	2	0	0	2
dono	0	0	0	0	0	1	0	0	0	0	0	0	0	1
dura	0	0	0	0	1	0	4	0	0	0	0	0	0	5
ego	0	0	0	0	0	0	0	0	0	3	1	0	1	5
et	5	6	5	5	4	4	4	0	2	4	4	10	2	55
femina	0	0	0	0	0	0	0	0	0	0	9	0	0	9
filia	3	2	0	1	0	0	0	0	0	0	7	7	1	21
forma	0	0	0	0	0	0	0	0	1	0	0	0	0	1
fortasse	0	0	0	0	0	0	0	0	0	0	0	3	1	4
grata	0	0	0	0	1	0	2	0	0	0	0	0	1	4
gratia	0	0	1	2	0	2	0	0	0	0	0	0	0	5
habeo	0	0	0	0	0	0	0	2	0	1	0	0	6	9
habito	0	0	1	0	0	0	2	3	2	0	0	0	0	9
in	5	12	2	1	0	2	6	7	5	3	0	5	3	51
insula	0	0	1	1	0	0	0	1	2	3	0	1	2	11
intro	0	0	0	0	0	0	0	0	0	1	0	1	1	3
laboro	2	3	0	0	1	0	2	2	1	1	0	0	0	12
lata	0	0	1	0	0	0	0	0	1	0	0	1	0	3
laudo	0	0	1	0	0	1	0	0	0	0	0	0	0	2

\*The red figure indicates the story in which the word first appeared as an essential word.



Table 1. (continued)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
libera	0	0	0	0	1*	0	1	2	0	0	0	0	0	4
littera	0	0	0	0	0	0	0	1	2	0	0	0	0	3
magna	0	0	1	2	2	1	3	0	1	1	0	2	5	18
mando	0	0	0	0	0	0	0	0	0	0	1	0	0	1
matrona	5	0	0	1	0	4	0	0	0	0	0	0	0	10
mea	0	0	2	0	0	0	2	0	0	2	1	1	3	11
memoria	0	0	0	0	0	3	0	0	4	2	0	0	0	9
monstro	0	1	1	1	0	1	0	0	0	1	1	1	0	7
multa	0	0	0	0	0	0	0	4	1	2	0	0	0	7
nauta	0	0	0	0	0	0	0	1	0	2	0	0	0	3
navigo	0	2	1	2	0	0	0	1	0	8	0	4	3	21
neque	0	0	0	0	0	0	0	0	0	1	0	0	0	1
non	2	2	1	0	1	0	0	2	2	1	1	1	4	17
nos	0	0	0	0	0	0	0	0	0	4	0	0	1	5
nova	0	0	2	0	0	0	0	0	0	0	0	0	0	2
nunc	0	3	3	0	1	1	0	0	0	0	0	0	1	9
nuntio	0	0	1	2	0	0	0	0	0	0	4	2	2	11
ora	0	2	0	1	0	0	0	0	3	1	0	3	3	13
paro	0	0	0	0	1	0	0	1	0	0	2	0	1	5
parva	0	0	1	2	1	0	3	5	0	1	1	3	0	17

\*The red figure indicates the story in which the word first appeared as an essential word.



Table 1. (continued)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
pecunia	0	0	0	0	1*	3	1	1	0	0	8	0	0	14
per	0	0	0	0	3	1	0	0	0	0	0	1	2	7
porto	0	0	1	0	1	0	0	0	0	0	0	0	0	2
post	0	0	0	1	0	0	0	0	1	0	0	1	0	3
probo	0	0	2	0	0	0	0	1	0	0	0	0	0	3
propero	0	1	1	1	0	0	1	0	0	1	0	0	1	6
puella	4	5	5	0	3	2	0	1	1	5	2	6	1	35
pulchra	0	0	0	0	4	0	1	2	0	0	0	0	0	7
quod	0	2	3	2	0	0	0	0	0	0	2	0	0	9
quoque	0	1	1	0	0	0	0	0	1	2	1	0	1	7
removeo	0	0	0	0	0	0	0	0	0	0	0	0	1	1
respondeo	0	0	0	0	0	0	0	0	0	1	1	3	2	7
rogo	0	0	0	0	0	0	0	0	0	2	2	1	1	6
rursus	0	0	0	0	0	3	0	0	0	0	0	0	0	3
saepe	0	0	0	0	0	0	1	2	0	1	0	0	0	4
sed	0	1	2	0	2	1	1	0	2	1	0	0	2	12
sedeo	0	0	0	0	0	0	0	0	0	0	0	2	1	3
serva	0	0	0	0	1	0	1	0	0	0	0	0	0	2
servo	0	1	3	0	1	0	0	0	1	0	0	0	0	6
silva	0	0	0	0	0	0	0	0	1	0	0	0	0	1

\*The red figure indicates the story in which the word first appeared as an essential word.





Table 1. (concluded)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
specto	0	2*	3	0	2	2	0	1	1	1	2	2	0	16
sub	0	1	0	0	0	0	1	0	0	0	0	0	0	2
sum	10	17	6	4	7	7	19	5	5	5	2	2	0	89
tandem	0	0	0	0	0	0	0	0	0	0	0	0	2	2
teneo	0	0	0	0	0	0	0	0	0	0	0	1	3	4
terra	0	2	2	1	0	0	3	3	0	1	0	0	0	12
trans	0	0	0	0	0	0	0	0	0	1	0	0	0	1
tum	0	0	0	1	0	1	0	0	0	1	2	2	2	9
ubi	0	0	0	0	0	0	0	0	0	0	1	0	3	4
unda	0	0	0	0	0	1	1	2	0	1	0	1	2	8
vestra	0	0	0	0	0	0	0	2	0	0	0	0	0	2
via	0	0	0	0	1	3	0	0	0	0	0	0	0	4
video	0	0	0	0	0	0	0	0	0	0	0	8	3	11
vita	0	0	2	0	1	0	2	0	0	0	0	0	0	5
voco	0	0	0	2	0	0	0	0	0	0	1	0	0	3

\*The red figure indicates the story in which the word first appeared as an essential word.



Table 2. Frequency of Occurrence of Words of Essential Vocabulary in the 13 Stories of the First Unit Assignment after the Revision for Gradation.

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
ad	0	0	3	9*	1	2	2	1	0	3	0	3	2	26
adsum	0	0	0	0	0	0	0	0	0	1	0	0	3	4
agricola	0	4	2	2	0	0	1	1	0	0	0	10	5	25
amo	2	0	3	3	2	0	1	4	3	5	0	0	0	23
aqua	0	3	1	0	1	0	2	1	0	0	0	1	0	9
bona	0	0	3	1	0	2	0	0	0	2	2	0	0	10
bene	0	1	0	0	0	0	0	0	0	3	0	1	1	6
circum	0	0	0	0	0	0	0	0	3	3	0	1	1	8
cotidie	0	0	0	0	0	0	0	0	1	3	0	0	0	4
cura	0	0	0	1	0	0	0	1	0	0	0	0	7	9
do	0	0	0	0	0	0	0	1	0	0	3	0	0	4
dura	0	0	0	0	1	0	4	0	0	0	0	0	0	5
ego	0	0	0	0	0	0	0	0	0	3	1	0	1	5
et	5	6	5	5	4	6	4	0	3	4	4	11	2	59
filia	3	4	0	2	0	0	0	0	0	0	7	7	2	25
fortasse	0	0	0	0	0	0	0	0	0	0	0	3	1	4
habeo	0	0	0	0	0	0	0	2	0	3	0	0	6	11
habito	0	0	1	0	0	0	3	3	3	0	0	0	0	10

\*The red figure indicates the story in which the word first appeared as an essential word.



Table 2. (continued)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
in	5*	12	2	1	1	4	6	8	5	5	0	5	3	57
insula	0	0	3	1	0	0	0	1	4	5	0	1	2	17
lata	0	0	3	2	0	1	0	0	1	0	0	1	0	8
magna	0	0	3	3	4	3	4	1	1	1	0	2	5	27
mea	0	0	3	0	0	0	2	0	0	2	1	1	3	12
monstro	0	1	4	1	0	1	0	0	0	1	1	1	0	10
multa	0	0	0	0	1	0	0	6	2	2	0	0	0	11
nauta	0	0	0	0	0	0	0	1	0	3	0	0	0	4
non	2	3	1	0	4	0	0	2	3	2	3	1	5	26
nos	0	0	0	0	0	0	0	0	0	4	0	0	1	5
nunc	0	4	3	0	1	1	0	0	0	0	0	0	1	10
nuntio	0	0	3	2	0	0	0	0	0	0	4	2	2	13
ora	0	2	2	2	0	0	0	0	5	1	0	4	3	19
paro	0	0	0	0	3	0	0	2	0	0	3	0	1	9
parva	0	0	3	3	2	0	3	6	0	1	2	3	1	24
pecunia	0	0	0	0	2	4	1	2	0	0	9	0	0	18
per	0	0	0	0	3	1	0	0	0	0	0	1	2	7
porto	0	0	0	0	3	2	2	0	0	2	3	0	0	12
propero	0	1	1	3	0	1	1	0	0	1	0	0	1	9
puella	4	6	6	1	5	2	1	1	2	5	4	9	2	48

\*The red figure indicates the story in which the word first appeared as an essential word.





Table 2. (continued)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
pulchra	0	0	0	0	5*	0	2	2	1	0	0	0	0	10
quod	0	4	3	2	1	2	0	0	1	0	2	0	1	16
quoque	0	1	1	1	0	0	0	0	1	3	1	0	1	9
rogo	0	0	0	0	0	0	0	0	0	3	2	1	1	7
rursus	0	1	0	0	0	3	0	0	0	0	0	0	0	4
saepe	0	0	0	0	0	0	3	3	0	1	0	0	0	7
sed	0	1	2	0	2	1	1	0	2	2	0	0	2	13
sedeo	0	0	0	0	0	0	0	0	0	0	0	2	1	3
servo	0	1	3	0	1	0	0	0	1	0	0	0	0	6
specto	0	2	4	0	2	2	0	1	2	1	2	2	0	18
sum	10	17	8	4	7	10	19	5	7	8	3	3	1	102
tandem	0	0	0	0	0	0	0	0	0	0	0	0	3	3
teneo	0	0	0	0	0	0	0	0	0	0	0	1	3	4
terra	0	3	2	1	0	0	3	3	0	1	0	0	0	13
tum	0	0	0	1	0	1	0	0	0	2	3	2	2	11
ubi	0	0	0	0	0	0	0	0	0	0	1	0	3	4
unda	0	0	0	0	0	1	1	3	1	1	0	3	10	20
vestra	0	0	0	0	0	0	0	3	0	0	0	0	0	3
via	0	0	0	0	2	4	0	0	0	0	0	0	0	6
video	0	0	0	0	0	0	0	0	0	0	0	8	3	11

\*The red figure indicates the story in which the word first appeared as an essential word.



Table 2. (concluded)

Word	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
vita	0	0	3*	0	1	0	2	0	1	0	0	0	0	7
voco	0	0	0	3	0	0	0	0	0	0	1	0	0	4

\*The red figure indicates the story in which the word first appeared as an essential word.

Table 3. Frequency of Occurrence of the Principles of Basic Syntax in the 13 Stories of the First Unit Assignment before the Revision for Gradation.

Principle	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Subject	15*	22	15	15	7	8	2	2	4	12	13	19	14	148
Predicate	7	8	7	3	7	3	19	5	4	4	3	4	4	78
Nominative														
Possessive	0	0	0	0	2	2	0	0	4	1	1	2	2	14
Direct Object	3	0	8	8	5	5	2	7	5	10	15	12	15	95
Indirect Object	0	0	0	0	0	0	0	0	0	0	7	2	2	12
Ablative Place	5	12	2	1	0	2	6	7	5	3	0	5	2	50
Accusative with ad	0	0	2	6	0	1	2	1	0	3	0	3	2	20
Adjective agreement	2	3	11	10	14	3	17	16	3	11	6	10	12	118
Accusative with circum	0	0	0	0	0	0	0	0	1	3	0	1	1	6
Accusative with per	0	0	0	0	3	1	0	0	0	0	0	1	2	7

\*The red figure denotes the story in which the form was first considered essential.



Table 4. Frequency of Occurrence of the Principles of Basic Syntax in the 13 Stories of the First Unit Assignment after the Revision for Gradation.

Principle	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Subject	15*	24	21	21	10	15	2	2	6	13	15	19	16	179
Predicate	7	8	8	3	7	5	19	5	6	5	4	4	5	86
Nominative Possessive	0	0	0	0	6	6	1	0	9	1	3	3	2	31
Direct Object	3	0	12	8	10	8	3	10	6	13	16	12	15	116
Indirect Object	0	0	0	0	0	0	0	0	0	1	7	5	6	19
Ablative Place	5	14	2	1	1	4	6	8	5	5	0	5	2	58
Accusative with ad	0	0	4	8	1	2	2	1	0	3	0	3	2	26
Adjective agreement	2	3	18	13	20	7	18	21	8	11	11	10	14	156
Accusative with circum	0	0	0	0	0	0	0	0	3	3	0	1	1	8
Accusative with per	0	0	0	0	3	1	0	0	0	0	0	1	2	7

\*The red figure denotes the story in which the form was first considered essential.



Table 5. Frequency of Occurrence of Verb Forms in the 13 Stories of the First Unit Assignment before the Revision for Gradation.

Form	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
First Person Singular	0	0	1	0	0	0	23*	0	0	5	0	2	5	36
Second Person Singular	0	0	0	0	0	0	0	4	0	4	2	2	5	17
Third Person Singular	10	23	20	10	15	14	2	0	9	10	20	14	15	162
First Person Plural	0	0	0	0	0	0	0	8	0	7	1	4	2	22
Second Person Plural	0	0	0	0	0	0	0	6	0	1	0	0	2	9
Third Person Plural	4	3	1	3	0	0	0	2	3	3	0	9	1	29
Imperfect Tense	0	0	0	0	0	0	0	0	7	3	8	8	15	41
Future Tense	0	0	0	0	0	0	0	0	0	9	0	6	8	23

\*The red figure indicates the story in which the form was first considered essential.





Table 6. Frequency of Occurrence of Verb Forms in the 13 Stories of the First Unit Assignment after the Revision for Gradation.

Form	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
First Person Singular	0	0	1	0	0	0	24*	0	0	9	0	2	5	41
Second Person Singular	0	0	0	0	0	0	0	5	0	4	2	2	5	18
Third Person Singular	11	24	28	12	20	21	2	0	11	11	2	15	15	172
First Person Plural	0	0	0	0	0	0	0	10	0	8	0	4	2	24
Second Person Plural	0	0	0	0	0	0	0	2	0	1	0	0	2	11
Third Person Plural	4	4	1	6	2	1	0	2	8	4	1	9	2	44
Imperfect Tense	0	0	0	0	0	0	0	0	15	4	9	8	15	51
Future Tense	0	0	0	0	0	0	0	0	0	10	0	6	8	24

\*The red figure indicates the story in which the form was first considered essential.



Table 7. Frequency of Occurrence of Case Endings in the 13 Stories of the First Unit Assignment before the Revision for Gradation.

Case	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
	Singular													
Nominative	<sup>*</sup> 22	33	24	19	16	9	18	2	8	12	17	21	14	215
Genitive	6	0	0	0	2	6	0	0	2	0	2	2	1	15
Dative	0	0	0	0	0	0	0	0	0	1	6	2	2	11
Accusative	2	0	12	19	7	10	1	4	6	15	18	17	16	127
Ablative	5	13	2	2	4	2	12	1	4	2	2	5	3	57
Vocative	0	0	0	0	0	0	0	0	0	2	2	5	4	13
	Plural													
Nominative	2	0	0	0	0	0	0	8	4	7	0	5	2	28
Genitive	0	0	0	0	0	0	0	0	7	3	0	0	1	11
Dative	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Accusative	1	0	0	0	6	0	6	11	1	10	0	9	15	59
Ablative	0	0	0	0	0	0	0	10	1	0	0	0	0	11

\*The red figure indicates the story in which the case was first considered essential.



Table 8. Frequency of Occurrence of Case Endings in the 13 Stories of the First Unit Assignment after the Revision for Gradation.

Case	Story Number													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
	Singular													
Nominative	22*	35	32	25	17	18	17	2	7	14	17	21	18	245
Genitive	0	0	0	0	10	10	2	0	4	0	3	2	1	32
Dative	0	0	0	0	0	0	0	0	0	1	6	5	6	18
Accusative	2	0	24	29	13	13	1	6	7	16	18	17	16	162
Ablative	5	15	2	2	5	6	10	1	2	2	4	5	3	62
Vocative	0	0	0	0	0	0	0	0	0	2	2	5	4	13
Plural														
Nominative	2	0	0	1	3	2	0	8	9	7	2	5	2	41
Genitive	0	0	0	0	0	0	0	0	12	3	2	1	1	19
Dative	0	0	0	0	0	0	0	0	0	0	2	2	1	5
Accusative	1	0	0	0	9	0	8	17	6	12	0	9	15	77
Ablative	0	0	0	0	0	0	2	11	3	2	0	0	0	18

\*The red figure indicates the story in which the case was first considered essential.





Table 9. Frequency of Occurrence of Words of Essential Vocabulary Introduced into the 10 Stories of the Second Unit Assignment as Counted before the revision for Gradation.

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
aedificium	0	0	0	3*	0	0	0	0	1	1	5
ager	0	0	0	0	0	0	0	0	5	0	5
animus	0	0	0	0	0	0	0	0	2	0	2
ante	0	0	0	2	0	0	0	0	0	0	2
amicitia	0	0	0	0	1	0	0	0	0	0	1
amicus	1	0	0	2	0	2	0	2	0	3	10
arma	0	0	0	0	0	0	0	0	2	0	2
atque	0	0	0	0	0	0	0	0	4	0	4
augeo	0	0	0	0	1	3	0	0	0	0	4
autem	0	3	0	2	0	0	0	0	4	1	10
auxilium	0	0	0	0	0	0	0	3	0	2	5
barbari	0	0	0	0	0	0	0	0	8	9	17
bellum	0	0	0	0	0	0	2	2	0	0	4
carrus	0	0	0	0	0	0	0	0	4	0	4
castra	0	0	0	0	0	0	0	0	7	2	9
celeriter	0	0	0	0	0	0	0	0	5	2	7
coloni	0	0	0	0	0	0	0	0	3	1	4
consilium	0	0	0	0	0	0	0	0	0	3	3
cum	5	3	0	3	0	0	0	0	0	0	11

\*The red number indicates the story in which the word was first considered as essential.



Table 9. (continued)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
cur	0	0	1*	0	0	0	0	0	0	0	1
de	0	0	3	0	0	0	3	0	3	5	14
debeo	6	1	0	0	0	0	3	0	0	0	10
defessus	0	4	0	0	0	0	0	0	0	1	5
desidero	0	0	3	0	0	0	0	0	0	0	3
diligenter	0	0	2	2	2	2	0	0	0	0	8
diligentia	0	0	0	0	0	2	1	0	0	0	3
disciplina	0	0	0	0	1	2	1	0	0	0	3
docet	0	0	0	0	0	3	0	0	0	0	3
domus	0	0	3	0	0	0	1	0	0	0	4
equus	0	0	0	0	0	0	0	0	14	12	26
et - - et	0	0	0	0	0	0	0	0	0	1	1
ex	1	0	4	1	0	0	1	1	6	5	19
existimo	0	0	1	1	0	0	1	0	2	0	5
exspecto	0	0	0	1	1	0	0	0	0	0	2
filius	0	0	4	0	0	0	2	0	0	3	9
frumentum	0	0	3	0	0	0	0	0	3	0	6
gratus	1	1	3	1	0	1	2	0	0	1	10
hodie	0	0	0	0	0	2	0	0	0	0	2
iacto	3	0	0	0	0	0	0	2	0	4	9

\*The red number indicates the story in which the word was first considered as essential.



Table 9. (continued)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
iam	0	0	0	1	0	0	3*	0	3	0	7
ibi	0	0	1	0	0	0	0	0	3	0	4
inter	0	0	0	0	0	2	0	1	1	3	7
itaque	4	0	0	1	0	2	0	0	0	0	7
liber	0	0	0	1	1	0	0	0	0	0	2
luna	0	0	0	0	0	0	0	6	0	0	6
magister	0	6	0	5	4	4	0	0	0	0	19
malus	0	0	0	0	0	0	0	3	3	1	7
maneo	0	1	2	0	0	0	0	0	1	2	6
matureo	0	0	2	1	0	1	0	1	2	2	9
mereo	0	0	3	5	1	2	2	0	0	0	13
moveo	0	0	0	0	0	0	0	0	3	1	4
mox	0	0	0	1	1	1	0	0	0	5	8
navigium	0	0	0	0	0	0	5	0	0	0	5
noster	0	0	0	0	0	3	0	0	3	0	6
numerus	0	0	0	0	0	0	0	0	0	3	3
occupo	0	0	0	0	0	0	0	0	1	0	1
oculus	0	0	0	0	0	0	0	3	0	0	3
oppidum	0	0	0	0	0	0	0	0	1	0	1
patria	0	0	0	0	0	6	0	0	0	0	6

\*The red number indicates the story in which the word was first considered as essential.



Table 9. (continued)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
periculum	0	0	0	0	0	0	0	0	3*	0	4
populus	0	0	2	0	0	0	0	0	0	0	2
possum	9	0	0	0	0	0	0	0	0	0	9
praemium	0	0	0	0	1	6	2	0	0	0	9
proelium	0	0	0	0	0	0	0	1	0	0	1
proper	0	1	0	0	0	1	2	0	0	1	5
puer	0	6	2	2	5	4	2	0	7	15	43
puto	0	0	1	0	0	0	3	0	2	5	11
reliquus	0	2	0	1	0	0	0	0	0	1	4
satis	0	1	0	0	0	0	0	0	0	0	1
scientia	0	0	0	0	0	3	0	0	0	0	3
semper	0	1	0	0	0	1	0	0	3	0	5
singuli	0	0	0	0	1	1	0	0	2	0	4
silva	0	0	0	0	0	0	0	0	9	7	16
socius	0	0	0	0	0	0	0	0	3	2	5
somnus	0	6	0	0	0	0	2	0	0	3	11
studium	0	0	2	0	3	3	2	0	0	0	10
subito	0	0	0	0	0	0	0	0	3	2	5
terreo	0	0	0	0	0	0	0	0	3	0	3
tu	0	0	0	0	0	0	4	2	0	0	6

\*The red number indicates the story in which the word was first considered as essential.





Table 9. (concluded)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
tua	0	0	2*	1	0	0	0	2	0	2	7
vasto	0	0	0	0	0	0	0	0	1	0	1
verbum	0	0	0	3	1	0	1	1	0	0	6
vigilia	0	0	0	0	1	2	0	0	3	1	7
vinculum	0	0	0	0	0	0	0	2	2	3	7
vir	0	0	5	0	0	0	0	6	2	11	24

\*The red number indicates the story in which the word was first considered as essential.

Table 10. Frequency of Occurrence of Words of Essential Vocabulary Introduced into the 10 Stories of the Second Unit Assignment, as Counted after the Revision for Gradation.

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
aedificium	0	0	0	3*	0	0	0	0	1	1	5
ager	0	0	0	0	0	0	0	0	5	0	5
amicus	1	0	0	2	3	2	0	4	0	4	16
atque	0	0	0	0	5	0	0	0	4	0	9
augeo	0	0	0	0	3	3	0	0	0	0	6
autem	0	4	0	2	0	0	0	0	4	1	11

\*The red number indicates the story in which the word was first considered as essential.



Table 10. (continued)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
auxilium	0	0	0	0	1	0	0	4*	0	2	7
bellum	0	0	0	0	0	0	0	3	2	0	5
carrus	0	0	0	0	0	0	0	0	4	0	4
castra	0	0	0	0	0	0	0	0	8	2	10
celeriter	0	0	0	0	0	0	3	0	5	2	10
consilium	0	0	0	0	0	0	0	0	0	3	3
cum	3	3	0	4	1	1	0	0	0	0	14
de	0	0	3	1	0	0	3	0	3	5	15
debeo	6	1	0	1	0	0	4	1	0	0	13
defessus	0	4	0	0	0	0	0	0	0	1	5
diligenter	0	0	2	3	2	2	0	0	0	0	9
docet	0	0	0	0	0	3	0	0	0	0	3
equus	0	0	0	0	0	0	0	0	14	12	26
ex	1	0	4	1	0	0	1	1	6	5	19
existimo	0	0	1	3	0	0	1	0	2	0	7
filius	0	0	4	0	0	0	3	0	0	3	10
frumentum	0	0	3	0	0	0	0	0	3	0	6
gratus	1	2	4	1	0	1	2	0	0	1	12
iacto	3	0	0	0	0	0	0	3	0	4	10
iam	0	0	0	1	0	0	3	0	3	0	7

\*The red number indicates the story in which the word was first considered as essential.



Table 10. (continued)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
ibi	0	0	1	0	0	0	0	0	3*	0	4
inter	0	0	0	0	0	4	0	1	1	3	9
itaque	4	0	0	1	0	3	0	0	0	0	8
liber	0	0	0	3	1	0	0	0	0	0	4
luna	0	0	0	0	0	0	0	6	0	0	6
magister	0	6	0	6	4	5	0	0	0	0	21
malus	0	0	0	0	0	0	0	3	3	1	7
maneo	0	1	2	0	0	0	0	0	1	2	6
mereo	0	0	3	5	1	2	3	0	0	0	14
mox	0	0	0	1	3	1	0	0	0	5	10
navigium	0	0	0	0	0	0	5	0	0	0	5
noster	0	0	0	0	0	4	0	0	3	0	7
numerus	0	0	0	0	0	0	0	0	0	3	3
oculus	0	0	0	0	0	0	0	3	0	0	3
patria	0	0	0	0	0	6	0	0	0	0	6
periculum	0	0	0	0	0	0	0	0	4	1	5
possum	9	0	0	0	0	0	0	0	0	0	9
praemium	0	0	0	0	1	6	2	0	0	0	9
propter	0	1	0	0	0	1	3	0	0	1	6
puer	0	6	3	5	7	9	3	0	7	17	57

\*The red number indicates the story in which the word was first considered as essential.





Table 10. (concluded)

Word	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
puto	0	0	2	0	0	0	3*	0	2	5	12
reliquus	0	3	0	1	0	0	0	0	0	2	6
scientia	0	0	0	0	0	3	0	0	0	0	3
semper	0	1	1	0	3	1	0	0	3	0	9
silva	0	0	0	0	0	0	0	0	9	7	16
socius	0	0	0	3	0	0	0	0	3	2	8
somnus	0	7	0	0	0	0	2	0	0	3	12
studium	0	0	2	0	4	3	2	0	0	0	11
subito	0	0	0	0	0	0	0	0	3	2	5
terreo	0	0	0	0	0	0	0	0	3	0	3
tu	0	0	0	0	0	0	4	2	0	0	6
tua	0	0	3	1	0	0	0	2	0	2	8
verbum	0	0	0	3	1	0	1	1	0	0	6
vigilia	0	0	0	0	2	2	0	0	3	1	8
vinculum	0	0	0	0	0	0	0	3	2	3	8
vir	0	0	5	0	0	0	0	9	2	13	29

\*The red number indicates the story in which the word was first considered as essential.



Table 11. Frequency of Occurrence of the Case Endings and the Infinitive Ending Introduced into the 10 Stories of the Second Unit Assignment as Counted before the Revision for Gradation.

Form	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
	Singular										
Nominative	0	16*	17	6	12	21	6	12	25	40	155
Genitive	0	2	1	3	5	2	2	2	4	3	24
Dative	0	0	1	1	0	1	0	0	0	3	6
Accusative	0	9	6	8	3	10	11	9	29	28	113
Ablative	0	6	4	2	1	3	7	3	12	16	54
Vocative	0	0	5	4	0	4	4	0	0	4	21
	Plural										
Nominative	0	2	0	8	3	1	2	3	35	15	69
Genitive	0	0	0	3	2	2	0	2	6	13	28
Dative	0	3	0	0	0	3	0	2	2	2	12
Accusative	0	0	3	2	5	6	2	3	20	7	48
Ablative	0	2	9	2	1	3	0	4	9	5	35
Infinitive	18	3	1	0	0	4	6	0	0	0	32

\*The red number indicates the story in which the form was first considered as essential.



Table 12. Frequency of Occurrence of the Case Endings and the Infinitive Ending Introduced into the 10 Stories of the Second Unit Assignment as Counted after the Revision for Gradation.

Form	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
	Singular										
Nominative	0	17*	16	6	12	21	7	14	25	41	159
Genitive	0	2	0	3	5	2	3	7	8	10	40
Dative	0	1	2	3	1	5	1	1	0	3	17
Accusative	0	10	6	8	4	11	12	8	27	25	111
Ablative	0	6	4	3	1	5	6	5	12	16	58
Vocative	0	0	5	4	0	4	4	0	0	4	21
Plural											
Nominative	0	2	0	10	4	1	3	3	36	13	72
Genitive	0	0	0	3	2	2	0	2	6	13	28
Dative	0	4	1	1	2	5	0	2	3	4	22
Accusative	0	0	3	2	8	9	2	4	21	6	55
Ablative	0	2	9	4	3	4	0	6	10	5	43
Infinitive	18	5	1	0	0	4	7	1	0	0	36

\*The red number indicates the story in which the form was first considered as essential.



Table 13. Frequency of Occurrence of the Principles of Basic Syntax Introduced into the 10 Stories of the Second Unit Assignment as Counted before the Revision for Gradation.

Principle	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
Ablative with cum	5*	3	0	3	0	0	0	0	0	0	11
Ablative with de	0	0	3	0	0	0	3	0	3	5	14
Ablative with ex	1	0	4	1	0	0	1	1	6	5	19
Accusative with inter	0	0	0	0	0	2	0	1	1	3	7
Accusative with propter	0	1	0	0	0	1	2	0	0	1	5

Table 14. Frequency of Occurrence of the Principles of Basic Syntax Introduced into the 10 Stories of the Second Unit Assignment as Counted after the Revision for Gradation.

Principle	Story Number										Total
	1	2	3	4	5	6	7	8	9	10	
Ablative with cum	5	3	0	4	1	1	0	0	0	0	14
Ablative with de	0	0	3	1	0	0	3	0	3	5	15
Ablative with ex	1	0	4	1	0	0	1	1	6	5	19
Accusative with inter	0	0	0	0	0	4	0	1	1	3	9
Accusative with propter	0	1	0	0	0	1	3	0	0	1	6

\*The red number indicates the story in which the principle was first considered as essential.





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## Appendix B

At the present time the writer has three stories which will be used later in the third unit assignment. These are presented in their unfinished form merely because they offer a sampling of the materials which will go into the third unit assignment. They will be accompanied by the type of study guide, notes, and tests which appear in the first two unit assignments.

### Speculum

Agricola speculum (a mirror) invenit (found). In speculum spectavit et risit quod imago ludicrus erat. Iterum spectavit et risit. Speculum agricolae gratum erat, quod numquam antea virum tam ludicrum viderat. Formam suam (his own) in speculo spectavit neque cognovit. Quod speculum et imago grata erant, agricola in agro per multas horas permanebat et imaginem suam spectabat, et ridebat. Tardus ad cenam pervenit. Uxor nihil dixit. Tardus quoque proximo die (the next day) ad cenam pervenit. Uxor causam morae invenire temptabat, sed agricola nihil dicebat. Tum venit uxor ad agrum ubi vir speculum deposuerat. Vir autem aberat. Speculum invenit uxor, sed non cognovit. Spectavit in speculum et imaginem suam vidit. Tum magnopere iratus (very angry) uxor clamavit: "Hoc (this) est causa! Cum hoc (this) femina malitiosa permanet neque ad cenam







venit." His verbis speculum in saxum (a rock) iecit et fregit.

### Puer et Fur

Solus puer familiae erat Johannus. Pater et Mater et soror et Johannus erant familia tota. Pater Johannum familiam semper defendere docebat. Puero dicit, cum (when-ever) pater adest, familiam defendit; cum pater a familia abest, puer familiam curare et defendere debet. Mox abero. Curabisne familiam, mi fili (my son)?" Puer validus respondet "Certe, pater, familiam curabo. Videbis."

Dies (the day) venit. Pater a familia abest. Mater et soror et Johannus soli adsunt. Neque amicus neque servus adest. Omnes per totum diem laborant. Tum nox (night) erat. Pater non venit. Somnus familiae bonus est, sed non Johanni. Puer cogitat. Multae curae in animo sunt quod de verbis patris (genitive) cogitat. Subito puer sonum portae audit. Aliquis intrat. Putat puer, "Inimicus adest - fortasse fur (a thief). Hic manere non debeo. Non timidus esse debeo. 'Cum pater adest, familiam defendit; cum pater a familia abest, puer familiam curare et defendere debet.'" Tum cum silentio e lecto excedit. telum (weapon) capit et viam per umbram (darkness) facit. Sonum nullum facit.

Fur interim pecuniam ex arca (a safe) capit. Subito sonum audit et lucem (a light) videt. Puer ibi stat et telum tenet. "Mane in loco tuo," dicit puer, et tolle manus!



(guess the meaning). Fur hoc (this) facit quod timidus est. Telum pueri non amat.

Mater interim sonum audit. E lecto statim excedit et ad puerum venit. Spectaculum magnum videt mater. Filius ibi stat et telum tenet. Stat quoque fur et manus tollit. Auxilium statim mater vocat. Magistratus (guess) venit et virum malum apprehendit (guess).

"Pugna! Pugna!"

Paulus ad tabernam (the store) properabat. E taberna cibum (food) ad familiam saepe portabat. Paulus cibum portare debebat, quod pater carrum (car) in oppido habebat. Paulus ad tabernam maturare cupiebat (desired, liked) quod mater puero magnam pecuniam pro cibo donabat et Paulus multa dulcia (sweets, candy) saepe parabat. Subito duos pueros in via videbat. Unus Fredericus amicus parvus Pauli erat. Alter (the other) erat magnus. Paulus puerum magnum non amabat, quod liberos terrebat neque cum concordia habitabat inter (among) socios. Nunc etiam tenebat parvum socium Pauli et alter, quod erat captivus, territus erat. Subito ira Pauli magna erat. Liberare Fredericum cupiebat.

"Fredericus auxilium meum habere meret, quod parvus est socius meus," putabat. Tum quoque verba patris memoria tenebat. "Officium pueri est auxilium amico in periculo dare." Tum ad pueros currebat et clamabat. "Desiste! (let him go!) desiste!" Puer magnus respondebat, "Linguam tuam



tenere debes. Non tuum negotium (business) est. Praemium tuum habebis. Nunc captivos duos habebo." Paulum quoque tenere temptat. Sed ira Pauli magna erat et animum magnum habebat. Fortiter pugnabat. Nunc pueri multi ad locum properabant et "Pugna! Pugna!" clamabant. Pugna aequa erat - duo parvi socii contra unum magnum (big fellow). Multi spectabant et pro parvis clamabant. Mox puer magnus satis pugnae habebat. Non diutius (longer) pugnare temptabat, sed per viam a loco effugere (guess the meaning) maturabat. Paulus oculum nigrum (a black eye) pro praemio habebat; victoriam autem memoria tenebat. Tum duo amici ad tabernam properabant. Spectatores (nom.) clamabant. "Pugna bona! pueri; victoriam habere merebatis."





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